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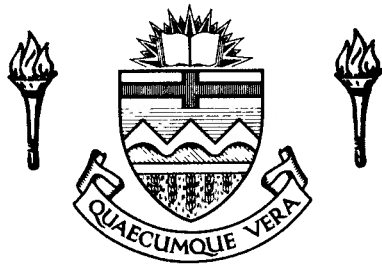
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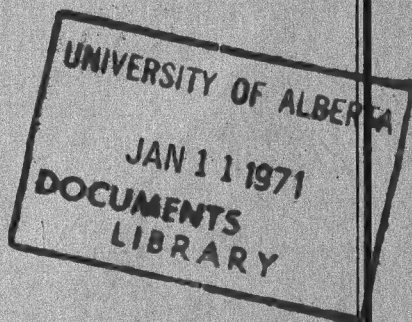
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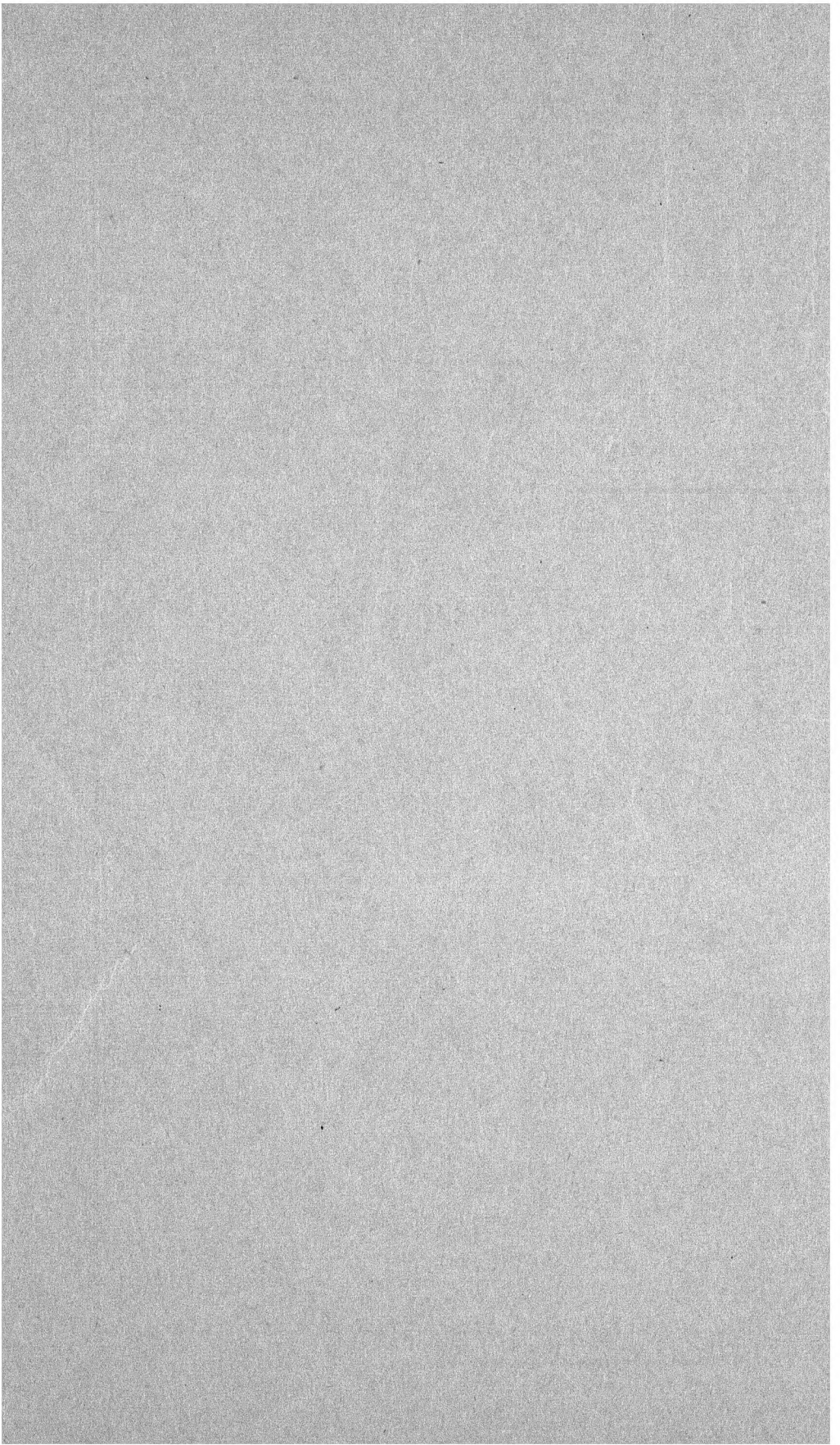
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THIRTY-SIXTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1941

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY

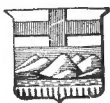


EDMONTON:
PRINTED BY A. SHNITKA, KING'S PRINTER
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EDMONTON:
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1942

Edmonton, December 31st, 1941.

TO HIS HONOUR,

JOHN CAMPBELL BOWEN,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1941.

I remain, Sir,

Your obedient servant,

WILLIAM ABERHART,

Minister of Education.

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REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART,
Premier and Minister of Education,
Government Building, Edmonton.

SIR:

I have the honour to submit herewith the thirty-sixth annual report of the Department of Education. It has appeared wise this year to pay rather more attention to the problems of finance than usual. In doing this, I have had recourse to materials already in print, but which have not enjoyed wide general distribution.

During the past year Dr. K. F. Argue of the University of Alberta made a very valuable study which he entitled "Financing Education in the Canadian Provinces". As part of the report he included a number of statistical tables which set out graphically what each province is doing in the matter of effort in relation to its ability to support an educational programme and the effectiveness of its educational coverage. It seemed to me that the people of Alberta might well be interested in comparing the achievement of their own province with that of the other provinces of Canada. The indices of performance of Alberta in these particulars are set out below:

- (1) Educational expenditure per child of school age.—Alberta stands seventh, being surpassed by Ontario and British Columbia.
- (2) Educational expenditure per enrolled child.—Alberta in sixth place, giving way to Manitoba in addition to the two mentioned above.
- (3) Ratio of average daily attendance to enrolment.—Because data for Ontario and Quebec were inadequate, Alberta is fifth out of seven—again Manitoba and British Columbia rank higher.
- (4) Percentage of Grade VII students continuing to Grade IX.—This Province is again in seventh place with Saskatchewan and Ontario having higher percentages—thirteen and one-half times as large as the lowest province and more than eighty per cent as large as the highest province.
- (5) Median salary paid teachers (1939).—This Province still maintains its position as seventh in the list, with Ontario and British Columbia again in the lead.
- (6) Percentage of teachers holding First Class or higher certificates.—In this category we take sixth place with Saskatchewan and British Columbia having higher percentages.
- (7) Percentage of teachers who are University graduates.—Here we drop to fourth place, trailing Nova Scotia, Ontario, Manitoba and British Columbia.
- (8) Index of teacher tenure.—Alberta is again in fifth place, Manitoba and British Columbia having an average of greater experience. Neither Ontario nor Quebec furnished sufficient data.

(9) Percentage of men in the teaching profession.—Alberta is surpassed only by British Columbia.

Chapter IV of Dr. Argue's report discusses the question of effort to support education in the provinces of Canada. He says: "The term effort is used herein to signify the ratio between ability and performance. It is not measured by achievement alone, but by achievement in proportion to strength; not by spending, but by spending in proportion to ability to spend."

Because of its significance in this discussion, Table XXII is quoted in its entirety:

"RATIO OF CURRENT EDUCATIONAL EXPENDITURE ON PUBLICLY-CONTROLLED SCHOOLS TO NATIONAL INCOME"

Province	Proportion Expenditure to Income (in %)	Taking Quebec's Index of Effort as 1.00
Quebec	2.54	1.00
Nova Scotia	2.73	1.07
P.E.I.	2.87	1.13
New Brunswick	2.92	1.15
British Columbia	2.95	1.16
Ontario	3.11	1.22
Manitoba	3.23	1.27
Saskatchewan	4.14	1.63
Alberta	4.33	1.71

N.B.—National income is the average for the year 1934-37 as prepared by Professor MacKintosh for the Rowell Commission.

Our position in the matter of effort is well sustained when the measuring stick is 'net production', c.f. Table XXIII.

"RATIO OF CURRENT EDUCATIONAL EXPENDITURE ON PUBLICLY-CONTROLLED SCHOOLS TO NET PRODUCTION"

Province	Proportion of Net Production in %	Taking Quebec's Index of Effort as 1.00
Quebec	3.04	1.00
Ontario	3.64	1.20
British Columbia	3.86	1.27
Nova Scotia	4.06	1.34
New Brunswick	4.19	1.38
P.E.I.	4.28	1.41
Manitoba	5.19	1.71
Alberta	5.28	1.74
Saskatchewan	6.25	2.06

Most people would agree with Dr. Argue that the cost of providing educational services of a given quality is higher when the school population is scattered over a sparsely settled area. For example, 35 children in Vancouver require but one teacher and one classroom. In parts of Alberta a like number of children might require three teachers and three school buildings. Hence, as is pointed out in a bulletin of the Canadian Teachers' Federation, "the provinces with the highest proportion of rural dwellers have the toughest educational job." The same bulletin includes this table with the comment given below:

EFFECTIVE EDUCATIONAL COVERAGE

(School Enrolment as % of Child Population Aged 5-17)

Alberta	77	British Columbia	70
Nova Scotia	75	P.E.I.	70
Saskatchewan	75	Quebec	(63) 70
Ontario	73	Manitoba	69
New Brunswick	71		

"That alberta (with her agricultural population spread over 600 miles of latitude, and with her settlement nearer the pioneer stage than that of any other province) should head the table, is surprising. Probably the credit is due in large measure to the Larger Units, which are steadily improving the rural service, particularly at the high school level. In general there is less disparity in the table than the conditions would lead us to expect.

These excerpts give a fairly complete picture as to our standing in comparison with other parts of the Dominion. Since no figures earlier than those of 1937 were available, it is probable that our showing five years later would be considerably more favourable.

The usual reports of all branches of the Department are attached hereto.

I have the honour, to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT
OF EDUCATION

(M. M. O'BRIEN)

During 1941 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The total number of schools to which these handicapped children were sent was seven, these being the McKay Institute at Montreal, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the Ontario School for the Blind at Brantford, the Nazareth Institute for the Blind at Montreal, the School for the Deaf at Saskatoon and the School for the Deaf and Blind at Vancouver. The total number of deaf children taken care of was 80, and the total number of blind children taken care of was 27.

During the June term there were 59 deaf pupils in attendance at the McKay Institute. Eight pupils completed their courses and did not return in September, but three new pupils and one other pupil who had previously attended school commenced so that at the end of December, 1941, there were 55 pupils in attendance. There was one deaf girl in attendance at the School for Deaf Girls in Montreal during the June term, and one new pupil commenced in the Fall, so that there were two pupils there at the end of the year. There were two deaf boys at the School for Deaf Boys in Montreal during the June term. One of these did not return for the fall term, but one new pupil commenced. At the School for the Deaf in Saskatoon there were three pupils in attendance during the June term. One new pupil and two former pupils attended during the fall term, so that there were six pupils there at the end of the year. At the School for the Deaf and Blind in Vancouver there were four deaf pupils during the June term and two new pupils commenced in September, making a total of six there at the end of the year. As of December 31st, 1941, there were 71 Alberta deaf pupils in attendance at schools for the deaf.

There were 25 blind children taken care of at the Ontario School for the Blind at Brantford during 1941. Twenty-four pupils attended during the June term, and six of these did not return for the fall term. One new pupil commenced in September, making a total of 19 in attendance as of December 31st. There were two pupils in attendance at the Nazareth Institute for the Blind in Montreal during the June term, and one of these pupils did not return for the fall term.

The amount expended on behalf of the deaf and blind pupils for the fiscal year ended March 31st, 1941, was \$45,926.47.

As in former years, a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$7,500.00 for the fiscal year ended March 31st, 1941. The amount was equally divided between the two Alberta committees, the Northern Alberta Committee with headquarters in Edmonton and the Southern Alberta Committee with headquarters in Calgary. The southern area is served by an executive committee of 12 members residing in the City of Calgary, and the northern area by an executive committee of 10 members residing in the City of Edmon-

ton. These committee members give their services free. In addition to the committees, there are at each headquarters, offices for the executive officer, the blind teacher, office assistants and work-room assistants. The executive officers and teachers are blind persons, and these officials and the necessary assistants are regularly employed and receive regular salaries. The total amount expended in Alberta during 1940-41 was \$22,031.17. In addition to the grant made by the Legislature it was necessary, therefore, for the two committees to obtain additional funds, and these funds were raised by campaigns conducted under the auspices of the Institute.

SPECIAL CLASSES

Two sight-saving classes were conducted in the Province, one in Calgary with 14 pupils and one in Edmonton with 14 pupils. Classes for sub-normal pupils were also conducted in Calgary and Edmonton. The Calgary Public School Board had seven rooms in operation with 103 pupils enrolled, the Calgary Separate School Board had one room in operation with 13 pupils enrolled, and the Edmonton Public School Board had seven rooms in operation with 85 pupils enrolled. These rooms received grants from the Government, through the Department of Education, based on 50% of the teacher's salary. For the seven rooms for sub-normal pupils and the one sight-saving class conducted by the Calgary Public School Board the grant paid was \$6,899.44. The one room for sub-normal pupils conducted by the Calgary Separate School Board received a grant of \$637.50, and the seven rooms for sub-normal pupils and the one sight-saving class in Edmonton received a grant of \$6,670.50.

OFFICIAL AUDITORS

As official auditors are now permanently appointed, new appointments were not necessary in 1941. Some nine new auditors were appointed, however, in 1941. Two claims were submitted to the Bond Company, and settlement made for a total amount of \$685.85.

REPORT OF BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Honourary Secretary*)

An appropriation was again made by the Legislature to assist in the education of soldiers' children in accordance with the provisions of The Education of Soldiers' Children Act. During the fiscal year ended March 31st, 1941, there were 413 students who received assistance under this Act, the amount expended on their behalf amounting to \$11,418.86.

The number of students who received awards was 413, and the following table gives the details of the different courses followed by the students receiving awards:

	Boys	Girls	Total
1. Technical Courses	9	1	10
2. High School (Academic)	125	250	375
2. High School (Commercial)	1	13	14
4. Agriculture	2	2	4
5. Nursing		2	2
6. Correspondence Courses	4	4	8
	<u>141</u>	<u>272</u>	<u>413</u>

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

A.—REVISION OF THE SCHOOL CURRICULA

*What has been accomplished in Revision of the Alberta School Curriculum**Education Must Not Lag.*

Parents sometimes think that school programmes and procedures change too rapidly; but the fact is that Alberta's school programme has undergone only three revisions during the 36 years since the Province was formed. In these days of epoch-making social, industrial and technological change, there is a real danger, not that education will get ahead of the procession, but that it will lag too far behind.

Education today must look more to the future and less to the past. In the pioneer economy of a hundred years ago, education was largely a matter of learning to read the few books that were then available. Today, our boys and girls must not only be literate; they must understand the physical, social and economic environment in which they will have to grow up. In pioneer days, schooling was more or less a side-line: the real activities and interests of the pupils were centred in the activities of home and community. To-day, when changes in industrial production, in transportation and in communication have transformed the simple economy of pioneer days and brought forth our exceedingly complex modern society, the schools have been compelled to assume more and more responsibility for the interests and activities of the pupils.

Curriculum Revision, 1935-1941.

In September, 1935, the Department of Education introduced a new programme of studies for the elementary school—Grades I to VI. The following year the Department continued its work of revision with the introduction of a new programme for the intermediate school—Grades VII to IX; and during the three succeeding years it completed its revision of the entire school programme by recasting the curriculum for the high school—Grades X to XII. Thus in four years the whole programme was rebuilt, from the primary grade to high-school graduation.

A second revision of the Elementary-School Programme was printed and distributed in 1940—five years after the first revision. Last year a second revision of the Intermediate-School Programme was prepared for distribution in the same manner.

A New Type of Programme for the Elementary School.

The revised Programme for the Elementary School is based on a fundamental and well-established principle of psychology concerning the way in which human beings actually learn. Whether adults or children, they will learn only when they are engaged in some purposeful activity which they understand and appreciate, and consider to be worth while. In other words, children learn to do by doing, not something that the teacher tells them to do, but something that they themselves want to do because it has a purpose and meaning and value for them. To this basic "activity" principle, three supplementary principles may be added:

First: Pupils learn through activities to work with others, and to co-operate with others in determining a common purpose and

achieving that purpose. They pool their resources and share their experience. Individual pupils do not strive to get ahead of everybody else without regard to consequences, or to learn by themselves, without interest in the welfare of the group. Co-operation, rather than competition, is the key-note of group activity.

Second: A large and important part of what pupils learn is not to be found in books. They live in an atmosphere of good human relationships; they acquire desirable social attitudes and understandings; they learn to control their feelings and emotions; they grow physically, emotionally and spiritually, as well as mentally. In the process of "growing up" they are becoming wholesome persons; and their growth is total, not partial.

Third: The school programme must take account of the fact that no two pupils are exactly alike. The pupils differ in physique, appearance, aptitudes, abilities and interests. School activities must provide a situation in which every child can learn; in which every child has an opportunity to express himself and to make his own appropriate contribution to the work of the group. Different pupils may do different things; but each will be held responsible by the group for what he is able and willing to undertake.

The Old Programme and the New.

In the older tradition, the teacher did nearly all of the talking, while the pupils sat still and listened, or quietly "studied" their "lessons." If they could repeat the teacher's words, or say off by heart the words of the book, they were supposed to be getting an education; when in fact they were learning mainly to "verbalize"—to say off words with little or no meaning. Words have meaning for the pupil only when they refer to things about which the pupil has had practical experience. Children can learn about democracy, for example, and parrot such words as "liberty," "freedom of speech" and "equality of opportunity" without having an inkling of what they mean, or how they can be applied to situations in their school or to the problems of real life in the world outside. In the same way, pupils under the old system had formal "lessons" every day in each of the "subjects" of the programme; and every subject had its own facts and principles, neatly and logically arranged and carefully tied up and packaged, so that no subject would get mixed up with any other. Usually there was one "textbook"—no more—for each subject, and this the pupil was expected to know by heart from cover to cover.

The New Programme.

The new programme for the elementary schools of Alberta has the "subjects" put together, or "integrated," not by mixing them up or "fusing" them, which would only be confusing them, but by regrouping the facts and principles of History, Geography, Science, and Arithmetic, for example, around "activities" or "projects" or "enterprises" for the classroom, which appeal to the interests of children, and are suited to their level of understanding. Through these activities, the children will gain new experience, not merely from reading about things but from doing things. They will truly learn, for their experience will be real and practical, and will therefore mean something to them. They will learn to think for themselves in

planning and carrying out their enterprises and in checking up or evaluating the results. In working as a group, they will learn to co-operate for a common purpose and to accept social responsibility for the result, each member contributing what he can best perform. They will learn to read not merely one book, but dozens of books, since their enterprises call for information and research on all phases of their physical and social environment. They will learn to speak fluently, correctly and effectively, since they are under the supervision of the teacher, and have the desire to express their own ideas and accept the communications of others—the only situation, in fact, where children or adults can master a language, whether it be English or any other. They will learn Arithmetic and Social Studies and Language and Science; they will also play together and sing together, and acquire the skills of Music and of the graphic, plastic and manual arts. Most important of all: they will acquire social understanding and desirable social attitudes; they will learn to control their feelings and emotions in the interests both of themselves and others. They will develop in sound physical and mental health. They will grow up to be true citizens of a democracy.

Recently, the Education Department of the State of New York, on the results of a six-year experiment with the “activity programme” in 70 schools of New York City, has officially adopted the new type of education and recommended that it be used throughout the whole school system of America’s largest city. The report from the State of New York finds that under the New Education, pupils do just as well in the three R’s as they do under the traditional system; and that they excel in desirable attitudes and traits of character and personality, including a sense of social responsibility, co-operativeness, self-discipline and respect for the school and its work.

To adopt the New Education, however, is one thing: to put it into practice is quite another. For tradition is still strong in education, even when it stands in the way of genuine democracy. Alberta is one of the Provinces that made the earliest attempts to modernize the practices of its elementary schools by means of an activity programme; and Alberta has now advanced as far as any other Province in the New Education. The programme of studies has been rebuilt, the teacher-training curriculum in the Normal Schools has been reformed, summer-school courses for teachers have been reorganized, and during the past five years many outstanding experts in the New Education have been brought every year to the Summer School, and latterly to the teachers’ conventions in the fall and at Easter. Along with a new school programme and teachers trained along modern lines, the New Education requires a better type of classroom equipment; and this the new school divisions are now supplying in rural areas, to an extent that was never attempted before the school divisions were organized.

The New Regime in Our Best Rural Schools.

The modern rural school is, indeed, a community centre, where children live together during school hours, working at a variety of interesting things. In so living they are learning. Many of the school projects or activities can be carried from the school into the

home or community. Gone are the days when the school can be shut off from the life of the community.

The pattern of work in an Alberta elementary-grade classroom of the new type will not accommodate itself to fixed rows of desks, with every pupil in a fixed position. Even rural schools will have movable seats and desks for the pupils of Grades I to VI, or better still, small chairs and tables; so that activities may be provided in which the pupils move about, consult with one another, and work in small groups or committees. There will also be room for a sand-table, or a work-bench and tools, for a drawing-table perhaps, and for lots of things that never used to appear in a school room. The walls will be covered with pictures, charts, maps, and exhibits of all kinds. In some of the newer rural schools, there is an extra workroom, besides the regular classroom.

Many old-fashioned procedures for "promotion," "report cards," and "examinations" have been changed or dropped entirely. In the elementary and intermediate schools, children are no longer promoted from grade to grade on "passing examinations"; because the range of learning activities now includes many more things than Reading, Writing and Arithmetic; and these may be more vital and important for some children at their particular stage of growth than even the three R's. All normal children grow every year in physical, mental and moral ability. If their growth takes place in a school classroom that is healthful and socially stimulating, promotion will in most cases look after itself. The important thing is not that they compete with others for "marks" in Arithmetic, but that they keep growing every year to the best of their ability in ways that produce first-class men and women.

The Department of Education no longer recognizes promotion examinations in any grades below Grade IX. Teachers now study the individual progress of every pupil: and in consultation with the superintendent, they place the pupil in the class or group where he can work to best advantage. Such promotions may be made at the beginning of the school year, or at any time during the year.

The new report cards for pupils of the elementary and intermediate grades will show parents the difference in aim between the Old and the New Education. These reports neither glorify the bright pupil nor discourage the slow learner. They do not tag pupils with class standings, nor do they exhibit "marks" on competitive tests or examinations. But they do show whether the pupil, in competition with himself, is improving on his former record. They also give some indication of the pupil's development along personal and social lines; and even with respect to reading, language and arithmetic, they point out more definitely than was possible in the older type of report the kind of progress the pupil is making.

Intermediate-School Curriculum.

The second revision of the Programme of Studies was completed before midsummer, and the revised programme was printed for distribution during the autumn term. In this revision the course outlines in Home Economics, General Shop and Physical Education were all rewritten; while the outlines in English, Social Studies, Science and Dramatics were extended and greatly improved.

Community Economics.

This course represents an interesting attempt to apply in the intermediate-school programme the same principle of "integration" that has been adopted in the programme for the elementary school. The new course is the work of a special committee of intermediate-school teachers, of which the following were members: J. H. Byrne, R. B. Florendine, P. N. R. Morrison, W. H. Brooks, of Calgary; and A. E. Might, M. W. MacDonald, Stanley Deane, R. Barson, of Edmonton. Sessions of the committee were held in the Parliament Buildings, Edmonton, on Saturday, March 8, and Friday and Saturday, May 2 and 3.

Community Economics replaces the former course in Junior Business and Elementary Bookkeeping for Grade IX students. It is not a course in Bookkeeping nor is it preparatory for the so-called commercial subjects of the high school. It is not, moreover, a pre-vocational course of training for business. As the name would imply, it is an attempt to tie the activities of the classroom to those of the community, and so to implement a basic principle of democratic education. The course aims directly to facilitate the student's understanding, in practical and quantitative terms, of the socio-economic relationships that are exhibited in the familiar activities of his community, and to a less extent in the Province or Dominion as a whole.

The objectives of the course may be stated in the following terms:

1. To present an opportunity to survey, study and experience through participation, some of the familiar, civic, recreational or cultural activities of the community.
2. To provide experience in keeping and interpreting the necessary minutes, records and accounts appropriate to these activities.
3. To encourage the study of the arithmetical and quantitative aspects of these activities.
4. To supplement and make more meaningful the classroom work in Social Studies, Mathematics, General Shop and Home Economics, by relating it to definite facts, familiar situations and practical activities.

Since the introduction of the integrated Programme of Studies for the Elementary School, it is to be expected that the principle of integration should be applied next in the Programme for the Intermediate School. In the revised programme for General Shop and Home Economics in the intermediate grades, this principle has already been adopted; and provision has been made for integrating activities—such as for example, Art in Home Planning and Decoration, Home Mechanics, the Arithmetic of home budgeting, and Health in home living. The home is the centre of these activities, although they may also be carried into the community. In Community Economics, the community may be the integrating centre as well as the home.

Obviously there are activities that can be regarded indifferently as those of Home Economics, General Shop, Social Studies and Community Economics. It is clear therefore that the periods assigned on the time-schedule to Community Economics can be

used to great advantage in providing for some of these integrating activities.

The course outlines a series of projects from which the class and teacher may select five (5) for a year's work. The selection will depend, of course, on the type of school, the size of the class, the other optional subjects offered in the school, and the special character of the community.

Report Forms for Pupils of the Intermediate Grades.

New report forms are now in use for pupils of the intermediate school, similar in form and purpose to those used in the elementary grades. The Supervisor of Schools addressed the Convention of the Alberta School Trustees, held in Edmonton Friday, January 31, 1941. In dealing with the subject "Report Cards and Credits," he took occasion to show that it is the purpose of the new report forms to encourage teachers and parents to co-operate in the work of implementing the new programmes for the elementary and the intermediate school. He spoke against the competitive gradings of the older reports on the ground that such gradings are not accurate or reliable, that they do not encourage the pupil of average ability who is doing his best, and that they set up undesirable undercurrents, which may undermine the honesty of the pupils and nullify the objectives of the programme as a whole. In the new form, on the other hand, the parent can get information from the teacher, not only about the achievement of the pupil in the so-called "subjects" of the programme, but also about the growth and development of the pupil in the personality aspects of education.

In the new edition of these forms, there is a special notation to the effect that if the teacher feels it would be desirable to have a personal interview with the parent rather than give a rating, he may do so. Frequent interviews between parent and teacher will in the long run promote the all-round development of the pupil more effectively than any form of written report.

High-School Curriculum.

A new book of poetry entitled "Poems Worth Knowing" has been authorized for use in Grade XII, and also an experimental edition of a proposed new textbook in Trigonometry and Analytical Geometry. Arrangements will be made for publishing the latter in final form as soon as teachers who use it have had an opportunity to suggest any desirable or necessary improvements. A "Manual for Teachers" has been prepared and distributed for use with this new textbook. A special bulletin relating to Geology was issued this fall for the use of teachers and students. It contains a revised Geological Table for Alberta and an approved list of geological maps and reports.

A New Plan for a Second Revision of the High-School Curriculum.

A second revision of the programme for Grade X should be undertaken during the early part of 1942. The former procedure of revision was to begin by convening a select committee of teachers and administrators who lay the foundations, and appoint special sub-committees to work out the details of a programme of "subjects." While this procedure produced results—and, on the whole, good results—in the past, it is now open to several objections, of

which the more obvious may be set down here: it is not sufficiently democratic, it does not make enough contacts with the local communities of the Province, and it should more properly be the final rather than the initial stage of a project for curriculum revision. It is true that certain minor changes or adjustments are now desirable after four or five years' trial of the new programme for Grades X and XI, and that these could be made in a satisfactory manner for the time being by a committee appointed *ad hoc*. But that method of approach is likely to encourage curriculum tinkering rather than curriculum thinking; and there is no better time than the present to ask teachers, parents and administrators to think their way through the difficult problems of secondary education, that are likely to become much more difficult as we move towards the final phase of the war for democracy.

For the following reasons, therefore, it will be necessary to resort to some such plan as that proposed below:

1. There may be many matters relating to the programme, some of minor and others of basic importance, on which teachers in all parts of the Province desire to express their opinion or experience, after they have had an opportunity for study and discussion. The *ad hoc* committee does not serve efficiently for this purpose.

2. No modern school programme of any kind can be expected to "stay put" for a period exceeding five years' duration; especially in these days of rapid change in social living and thinking. Many of the large school systems of the United States do not use a printed programme of studies. They employ special committees of curriculum experts, who work continuously with the teachers in rebuilding or refashioning the programme of studies from year to year, or even from term to term. The curriculum in these systems is flexible and to some degree experimental; so that it can readily be adapted to changes in classroom activities or projects, or to the needs of pupils in particular groups, schools or communities. Although nothing so elaborate can be attempted in Alberta at the present time, the plan to be proposed here does offer to teachers, parents and administrators the opportunity to study the principles and structure of the high-school programme, prepare the ground for further revision, and even to lay the foundation for a new programme.

3. No further revision of the high-school programme will be effective until there is a larger measure of agreement amongst teachers as a group, amongst parents as another group, amongst administrators as a third group, and amongst all three groups together, touching the basic principles on which a present-day high-school programme should be built, and the fundamental objectives of such a programme.

There are many, for example, who believe that the traditional programme of academic subjects is "caviar to the general," or—from a somewhat different point of view—of little value as the material for educative experiences to 65% of the heterogeneous adolescent population now attending our high schools. Others maintain that the fault lies not so much in the obsolescent materials of instruction as in the obsolete methods and procedures of the classroom; and they advocate, therefore, a remodelling of the programme on "activity" or "project" or "experience" lines.

There are those, too, who are entirely dissatisfied with the weighting of subjects which now constitute the high-school programme. English is a basic "tool"; and Social Studies, including subjects such as History, Geography, Economics, Sociology, Social Economics and Psychology, are obviously of vital importance in a world struggling with socio-economic forces which it does not yet understand. Why should a boy in Grade X devote as much time to Latin as to English or Social Studies?

John W. Studebaker, the U.S. Commissioner of Education, has something to say on these problems in a recent issue of *School Life* (December, 1941). "From time to time we are accused of being a nation of economic illiterates," he begins, and then cites figures from the 1940 Yearbook of the National Council for Social Studies to show that of the seven and one-half million youth enrolled in American high schools, only 5% receive any systematic instruction whatever in Economics. "It seems clear," he continues, "that the schools and colleges have not yet begun to perform their proper function in respect to providing that underpinning of economic knowledge which is necessary for intelligent citizenship in a democracy. For our republican form of government requires in the last analysis that public opinion sustain or reject the legislative policies adopted by elected representatives of the people. More and more these policies have to do with economic matters—with such matters as trade and tariff policy, taxation, social security, wages and hours, and a long list of others."

It is clear to Mr. Studebaker that if the economic literacy of American citizens is to be improved, the job must be undertaken by the schools. But "to provide this sound foundation of economic education in the schools will not be easy. The curriculum of the high schools is already overcrowded. Vested interests in the teaching of certain traditional subject-matter are difficult to overcome. The naive notion as to the disciplinary value of subjects which are difficult and seemingly unrelated to immediate life interests of young people persists." He concludes that two things must be done:

"First: colleges must be persuaded to relax their entrance requirements so that more freedom will be permitted to youth in the high schools for the selection of subjects which have a greater functional value in leading to an understanding of the modern world."

"Second: citizens must give their support to those educators who seek thus to relate the curriculum to the realities of present-day life and living."

4. In the credit system, on which our high-school programme is based, there can be no sharp line of demarcation between the subjects of the First Year (Grade X) and those of the Second Year (Grade XI), or between those of the Second Year and of the Third Year (Grade XII). It is not feasible, therefore, to attack the problem of revision piecemeal, or to proceed with a revision by years or grades. What is required is a re-survey of the programme as a whole, in order that all changes may conform to the governing objectives.

The foregoing remarks may be taken to suggest that a new approach to the problem of revision is desirable. If the Prime

Minister of Canada was right in saying that if we want a new social order after the war, we must begin to build it now; and if it is true that we cannot build a thoroughly democratic society with the traditional type of education, then it follows that *we must begin now to plan our school programmes for democratic uses, and to plan them in a democratic manner.*

What are the *essential processes* in such a course of procedure? Tentatively, one might, perhaps, set them down in something like the following form:

- (i) The use of education, not as a thing in itself, but as a social instrument to provide for the welfare of all the children of all the people.
- (ii) A co-operative study by teachers, parents and administrators of the realities and trends of present-day society.
- (iii) Leadership on the part of those who understand, of those, in other words, who are best acquainted with the needs of boys and girls, the nature of our society, and the theory and practice of education.
- (iv) An open-minded experimental approach to the solution of educational problems.

Proposal for Curriculum Study Groups: Home and School Associations.

It is accordingly proposed that the teachers, parents and school administrators of the Province should form study groups for the purpose of preparing the ground for the next revision of the high-school programme. The Alberta Teachers' Association is in an especially favourable position for this study, in that there are Local Associations of the teachers in the cities, towns and school divisions. Local Home and School Associations could also undertake this project. In rural areas, it might be possible for the Local Teachers' Association to promote the organization of a Local Home and School Association, or in any event, to get the co-operation of parents in forming a local study group for the consideration and discussion of curriculum problems. The local groups of several other organizations, more or less Province-wide, would no doubt be glad to participate in a study of this kind. In the same community, however, it would be desirable to have all the different groups work co-operatively under the direction of a co-ordinating committee, in order to broaden the scope of inquiry as much as possible and to consolidate the findings of all groups in the community as a basis for Province-wide action.

The Department of Education and the Department of Extension of the University will be glad to furnish lists of reference books and other publications, which the study groups may desire to procure for their own use. As soon as preliminary reports are available, the Department of Education will, of course, assist the groups in deciding on the next step in the procedure. Regional committees, or a Provincial Committee, of group representatives might be found necessary or desirable.

PROBLEMS FOR STUDY

Foreword on the High-School Programme.

Our experience with curriculum revision will show that the high-school programme changes very slowly. In fact, it can be said to lag, or even to resist change. Many reasons have been advanced to explain this situation: the inertia of tradition; the prestige, or "honorific value," as Veblen would say, of the orthodox canon of subjects; the disciplinary value of those subjects; the selective value of the subjects; entrance requirements for the professional schools; the vested interests of subject-minded teachers. All of these things have had their effect, undoubtedly; but it may be questioned whether the economic urge is not a more potent factor than any of them. Until the outbreak of the war, ours was a scarcity economy, in which all social services were undernourished, and the traditional bookish type of education could be offered at no great cost for teaching service or equipment. Our resources are comparatively undeveloped, and occupations are therefore not greatly diversified. In the competition for "white-collar jobs," parents naturally direct their children to a type of education that will admit them to the preferred vocations. It is not difficult, then, to understand why the economic welfare of the children is of greater concern than their social or personality development. A modern type of high-school programme will become really effective (i) when there is a greater measure of economic security for all, and (ii) a more general acceptance of democratic principles in education.

The problems which follow are arranged in *four* categories, but a certain amount of overlapping cannot be avoided. The first is the most general category, and probably the most important. It is to be remembered that agreement on these fundamental objectives will depend on agreement respecting the meaning and functions of democracy.

The second category is somewhat more specific than the first; but it will be clear that the "basic principles" are conditioned by the "fundamental objectives." The third category is still more specific, calling for the application of technology to the "basic principles" of the second category. The last category comprises a number of subsidiary problems. More may be added; but the important consideration is not so much to increase the number as to view all such problems in the light of the "basic principles" and "fundamental objectives." No good purpose is served by finding "practical" solutions for these problems, if the proposed solutions turn out to be in conflict with the spirit and aims of a desirable programme.

Suggestion.

It is suggested that each study group should make a rough draft of a modern high-school programme, beginning from the foundation of objectives and basic principles. This procedure will keep all discussion *close to the ground*, where it should be at all times; but as the study proceeds, it will be found necessary to deal with problems from all four of the categories mentioned above.

I.—Fundamental Objectives.

1. (a) To what extent does the subsistence of a democratic social order depend on its system and programme of education?

- (b) Is it possible to build a democratic society with the traditional system and programme of education?
 - (c) On what concepts of democracy should a high-school curriculum be built?
 - (d) It has been held that the high-school programme should be designed to foster (i) scholarship, (ii) discipline, (iii) personality and character, and (iv) social responsibility? Are these aims valid? Are they compatible? What is their order of precedence?
2. (a) Should the school have concern for the life of its community as well as for life in its classrooms? Consider in this connection such matters as library service, recreation, health habits and nutrition. Should the school teach the facts of nutrition, for example, without any survey or follow-up in the community?
 - (b) What educational purposes can be served by Home and School Associations?
 - (c) What are the three most important objectives of the high-school programme? Are all of these to be regarded as fundamental?
 3. In what ways should the high school be ready to help with the work of post-war reconstruction?

II.—*Basic Principles.*

1. Should the high school provide education for all adolescent pupils, whether their mental ability is high or low?
2. Usually the pupils of a high school may be classified in three groups: a small group of superior students, a larger group of average ability, and a small group of low-rating students ("C" students). In what order of importance should the school provide for the needs of these three groups?
3. (a) What is the proper function of "Guidance" in the high-school programme of today? (See the last quotation but one under Problem III, 7.)
- (b) The subjects of the high-school programme are now classified as *compulsory* and *elective*. Is this two-fold classification sound?
- (c) In certain subjects, such as English, Social Studies, Music, Home Economics and General Shop, would it be feasible to allow double credits to students who have no special aptitude for Mathematics, Science or Foreign Languages? In this way, the search for electives to fill out a programme might be obviated. Credits might then depend on the total amount of instruction time available to the student rather than on the particular subjects studied.
- (d) Should every student be permitted a free choice of "electives"? Consider the case of a student who insists on taking an elective for which his record shows that he has no aptitude.
4. (a) Must we not give up the "naive notion"—to quote Mr. Studebaker—that certain difficult subjects, unrelated to

the immediate life interests of young people, have a special disciplinary value?

- (b) Should we not make a stronger effort to relate the high-school curriculum to the realities of present-day life and living?
- (c) Should not the Social Studies occupy a much larger place on the programme?

Consider in this connection the case of a bright boy, seeking matriculation, who can now spend 80% of his school time on subjects unrelated to Social Studies, or of a girl, seeking employment, who spends the same amount of time on "commercial" subjects. As future citizens, these young people are the wards of society. The schools have therefore a claim on enough of their time to give them an adequate understanding of the complex society in which they will live.

- 5. Should competitive ratings of students' achievements be abandoned?
- 6. Should schools continue the practice of issuing pupils' "report cards"? Or should they arrange for a system of student guidance and counselling in consultation and co-operation with the parents?
- 7. With respect to each of the following types of training, should the training be related to a specific subject or content, or should it be a recognized part of all school and classroom activities?
 - (a) Training in the use of spoken and written English.
 - (b) Training in orderly and disciplined habits of thinking and study. (See Problem II, 4 (a).)
 - (c) Character training.
- 8. What is the responsibility of the high school with respect to religious training?

III.—*Technical Procedures.*

- 1. (a) Should the high-school programme be of three years or of four years?
- (b) Should there be one schedule for rural high schools and another for high schools in the larger centres?
- 2. (a) Should all students who have taken instruction in Grade IX be admitted to high school without regard to achievement? (See Problem II, 5.)
- (b) Should all students during their first year of high school be given an unrestricted choice of electives? (See Problem II, 3 (c).)
- 3. (a) Should all Departmental examinations be abolished?
- (b) Or should these examinations be retained for all but certain "accredited schools"?
- 4. To what extent should a school be free to experiment with the curriculum, or even to make its own curriculum?

5. (a) Should every high school be required to organize a system of student guidance and counselling with a definite time allotment on the programme?
- (b) Should the granting of credits for "Vocations and Guidance" be continued?
6. (a) What can be done to offset the tendency towards "rigidity" and "domination" for the "academic" subjects?
- (b) Is it sufficient for the purpose of matriculation that students be able to "read and reason" on the Grade XII level? (See the Report of the Eight-Year Study, to be issued in March, 1942, by the Progressive Education Association.)
7. To a considerable extent in the elementary school, and to some extent in the intermediate school, we have replaced the traditional *subject curriculum* with something closer to what may be called an *experience curriculum*. Between the two extremes are several intervening stages, represented by the terms, correlation, fusion, integration, activity, project, unit, broad field and core. May and should we now make the attempt to move in the direction of an experience curriculum for our high schools?

Special Note.

On this problem, the following excerpts are offered from a recent book entitled "Integration—Its Meaning and Application," by Hopkins *et al* (Appleton-Century Co.). Every chapter of this book should be read and discussed by the Study Groups, but especially Chapters X-XIV.

"When someone in the year 2000 writes the history of American education for the twentieth century, the decade between the close of the World War and the financial and economic collapse which heralded the great depression will stand out as of peculiar importance. It was in these years that the great battle of educational ideas took place. The death struggle between two opposing types of curriculum practice was fought and decided. On the one side was the large group of educators who championed the subject curriculum; on the other side was the small group of educators who advocated the experience curriculum. A decision was rendered in 1929. The social and economic events immediately following the depression caused educators to stop, look, listen, think, and evaluate the practices of the preceding decade. As a result, from the kindergarten through the liberal-arts college, the subject curriculum with its basic educational ideas began to decline, and the experience curriculum with its fundamental principles began to increase. The rapid acceleration which began in 1931 has in this year, 1937, almost reached a tidal wave."

"The subject curriculum is characterized by a large number of subjects taught independently of each other. It assumes that education is something which an individual does before he enters adult life. It concentrates on preparation for the years of adulthood. This education takes place in a school which is an entity separate and apart from the community in which it is located. Most of the time of the pupil is spent in learning from books or other written or printed materials in various subjects in which the accumulated wisdom of experts in that field has been recorded. The emphasis is upon the learning of this subject-matter selected and organized by adults long before the children appear in the classroom. It is taught by more or less authoritarian methods. The whole process is controlled by the teacher, who uses various techniques and devices to facilitate the motivation of pupils who do not have a readiness for acceptance of such abstract learning.

Emphasis is placed upon specific things, such as facts or skills, which can be readily enumerated and aggregated. Minimum essentials in each subject are set up for the various grades. These represent hurdles which each child must jump, or he will fail of promotion. In the secondary school this system is changed to credits, each representing an exposure of twenty 60-minute hours in the classroom. The teacher manages the entire learning situation; the pupil is passive. If he becomes a conscientious objector, he is considered a problem case. The high marks and recognition go to individuals who conform, do what they are told, pass in their papers or reports on time, and in other ways follow the lock-step of the system."

"The experience curriculum may be defined as a series of purposeful experiences growing out of pupil interests and moving toward an ever more adequate understanding of and intelligent participation in the surrounding culture and group life."

"In the experience curriculum **guidance is synonymous with learning** and is centered in the learning process. This makes **every teacher a counsellor and eliminates the type of administrative guidance program which grow up with the subject-matter curriculum.**

"The subject-curriculum conception of administration offers an inflexible framework within which or around which to build an experience curriculum. To promote the best integrating behavior in both teachers and pupils, administration should be a means towards that end. **This means remaking traditional administrative practices.**"

8. Which of the following agents actually affects the integration of a student's learning?
 - (a) The curriculum-maker, through an integrated programme.
 - (b) The teacher.
 - (c) The textbook.
 - (d) The learner.
 - (e) The home or community.
 - (f) Society, or "the culture."
9. (a) What are the "pros and cons" of instruction by correspondence? Is it the last line of defense for the traditional type of education?
 - (b) Will its further extension in rural areas result in a dual programme for the high school: one of a low-cost traditional type for country students and another of the newer type for students in the larger centres?

IV.—*Subsidiary Problems.*

In the light of the already considered objective, principles and procedures, what action is advisable with respect to each of the following subsidiary problems?

1. Should Algebra 1 and Geometry 1 be fused to make a new course in General Mathematics?
2. Should the programme provide attenuated as well as full-strength courses in Mathematics and Science?
3. Should Physics 1 and Chemistry 1 be fused to make a new course in General Science, as has been done in British Columbia?
4. Is there any validity in the contention that the programme should provide for "continuity" of instruction in each of the subjects from year to year? Consider Problem III, 8, in this context.

5. Is there still a considerable amount of "dead-wood" in the curricular content of the academic subjects? E.g., Physics, Chemistry, Geometry.
6. What re-organization of the Technical Electives is necessary or desirable?
7. Should standards of attainment be set up for subjects like Art 1, Art 2, Music 1, etc.?
8. Should instruction in French or Latin be attempted in small high schools?
9. What can be done to improve the reading ability of high-school students?

Organization of Study Groups.

Since there are local associations of teachers throughout the Province, it is desirable and expedient that these organizations should take the lead in organizing the Curriculum Study Groups. In each community a Study Group Committee should be organized by the local teachers' association, with members added to represent the parents and local school trustees. The local inspector or superintendent of schools will be regarded as a member *ex officio*. If there is a local Home and School Association, that organization should be asked to appoint representatives on the Committee. On each Committee there should be one representative for every ten teachers, and not fewer than three teachers in all.

Every Study Group Committee should appoint a chairman and secretary; and the secretary should report on the personnel and officers of the Committee to the Supervisor of Schools by January 1st.

Books.

The first four of books listed below should be secured immediately for use by the Curriculum Study Group. Other books from the Book List should be acquired as the study proceeds. Inquiries for information regarding these books and other matters relating to the study should be addressed to the Supervisor of Schools.

Preliminary Report.

It is hoped that a Preliminary Report from the Study Groups can be submitted to the Teachers' Convention at Easter.

B.—JOINT BOARD FOR MUSIC

The Universities and Departments of Education of Alberta, Saskatchewan and Manitoba, acting through the Western Board of Music, conduct a series of Local Examinations in Music, Practical and Theoretical, extending from the First Grade to the Professional Diplomas of Associate and Licentiate.

In Alberta, these examinations are administered by a Board known as *The Department of Education and University of Alberta Joint Board for Music*, or more simply *The Joint Board for Music*. The clerical work of this Board is performed by the Examinations Branch of the Department of Education, where all communications relating to credits or documents in Music should be sent.

The Joint Board for Music represents the Western Board of Music, and promotes the activities of the Western Board in Alberta. It is responsible for the distribution of the programme or Syllabus of the Western Board of Music, and for administering the annual examinations in Music conducted by that Board. It will advise the Western Board regarding any necessary or desirable revisions of the Syllabus from time to time, and arrange for the services of provincial examiners to conduct the practical examinations at local centres. It will also be responsible for the issue of special bulletins as these are required, and for providing a radio programme to encourage and assist local students and teachers.

Members of the Western Board of Music.

Dr. Sidney E. Smith, President of the University of Manitoba.
 Dr. J. S. Thomson, President of the University of Saskatchewan.
 Dr. Robert Newton, Acting President of the University of Alberta.
 Mr. H. R. Low, Superintendent of Education, Manitoba.
 Dr. J. H. McKechnie, Deputy Minister of Education, Saskatchewan.
 Dr. G. Fred McNally, Deputy Minister of Education, Alberta.
 Miss Eva Clare, Director of Music, University of Manitoba.
 Dr. Arthur Collingwood, Dean of Music, University of Saskatchewan.
 Mrs. Gladys McKelvie Egbert, Music Representative, University of Alberta.

Members of the Joint Board for Music.

Dr. J. M. MacEachran, Provost of the University of Alberta, Chairman of the Board.
 Mrs. Gladys McKelvie Egbert, F.R.A.M., 3616 Elbow Drive, Calgary.
 Mr. Vernon Barford, M.A., A.A.G.O., 9703 106th St., Edmonton.
 Mrs. Eliza Ann Craig Hamilton, L.R.A.M., A.T.C.L., 9827 103rd St., Edmonton.
 Mr. Percy Lynn Newcombe, L.M.U.T., 816 Riverdale Ave., Calgary.
 Mr. Clifford Higgin, 530 12th Ave. West, Calgary.
 Miss Florence Teets, 11932 90th St., Edmonton.
 Mrs. W. D. Campbell, 608 12th St. South, Lethbridge.
 Mr. Owen Williams, Superintendent of Schools, Lethbridge Division No. 7, Lethbridge.
 Mr. A. E. Ottewell, Registrar of the University of Alberta.
 Mr. L. H. Nichols, University of Alberta.
 Dr. H. C. Newland, Supervisor of Schools, Department of Education, Edmonton, Secretary of the Board.

The Joint Board met in the Committee Room of the Legislative Chambers on Friday, January 17, 1941. The Deputy Minister of Education and the President of the University of Alberta were present as representatives of the Western Board of Music.

It was agreed: (i) that the Joint Board should carry on the work of the Western Board of Music for the purpose of conducting practical examinations and examinations in theory; (ii) that it should urge a further revision of the Western Board Syllabus; (iii)

that it should take steps to have prepared a book of music selections for pupils of the lower grades; and (iv) that it undertake an aggressive campaign of publicity for the Western Board of Music in such ways as the following: the appointment of local representatives for the Western Board; the issue of a special bulletin on the requirements for school credit in Music in order that private teachers may be fully informed; special notices in the Department's Official Bulletin appearing in the "A.T.A. Magazine"; a special request that the Alberta Music Teachers' Association co-operate with the Joint Board in presenting the claims of the Western Board of Music to their pupils.

The Board recommended also that provision be made for instrumental and vocal work in the lower grades; that a budget should be prepared with respect to the proposed activities of the Joint Board for the approval of the Minister; and that a programme of broadcasts be undertaken for the benefit of private teachers and students of music.

A second meeting of the Joint Board was held in Edmonton on March 10, 1941, for the purpose of preparing a revision of the Western Board's Syllabus, to be submitted to the Western Board at the next meeting.

A meeting of the Western Board was held in Saskatoon on September 29, 1941; and a further meeting of the Music Representatives of the Western Board was held at Regina on December 6, 1941.

In September, the Joint Board printed and distributed its special bulletin, and invited a number of persons recommended by divisional superintendents to serve as Local Representatives of the Western Board of Music, and to assist the Joint Board in such ways as the following:

- (i) To advise the Joint Board concerning the special needs of the local district with respect to instruction in Music.
- (ii) To advise music teachers and private students concerning the requirements in Music for Western Board Examinations.
- (iii) To advise the Examinations Branch regarding Local Centres for the Practical Examinations.
- (iv) To keep for local use a supply of bulletins and other informational material relating to the activities of the Joint Board.
- (v) To supply information on the basis of which a Provincial register of music teachers may be compiled.

It will undoubtedly be of great advantage to the Joint Board to have a representative in each community who is interested in the cultivation of music, who knows about the work of the Western Board of Music, and who would be willing to spend a little time now and again making known the work of the Western Board and the activities of the Joint Board to parents, teachers and pupils.

C.—SUB-COMMITTEE ON EXAMINATIONS

Meetings were held on February 28 and March 1, 1941; on June 2nd and 3rd; on August 25th; and on November 17th. The members of the Sub-committee are Dr. M. E. LaZerte, Dr. W. G. Carpenter, H. C. Clark, Inspectors Sullivan, Sweet and Sparby, Chief Inspector Fuller and the Supervisor of Schools.

The Sub-committee considers a great many matters of detail relating to the Departmental Examinations, and to the high-school programme and regulations governing high-school credits. The following are some of the more important matters on which the Sub-committee has made recommendations: the tendency towards the overgrading of pupils in non-examination subjects; credits in General Mathematics and General Science; the requirement in Music for admission to the Normal Schools; the examination standards in English, Social Studies and Mathematics; the tendency in small schools to offer classroom instruction in matriculation subjects and at the same time permit students to take instruction in the compulsory subjects, English and Social Studies, by correspondence; the granting of high-school credits to students at the Provincial Schools of Agriculture; a plan for requiring certain correspondence pupils in Grade IX to spend two years on the course; instruction at night schools; and cases of students holding 85 high-school credits who desire to rewrite the examinations in Grade XII subjects.

The Sub-committee is well aware of the difficulties attending the operation of the high-school curriculum in rural schools, and is satisfied that some improvement could be made with respect to Guidance, English, Music, Social Studies and Mathematics.

D.—COMMITTEE ON RADIO EDUCATION

The Committee met at the Government Buildings, Edmonton, on Saturday, May 31, 1941, with the following members present: Mr. H. T. Robertson, Mr. R. S. Stewart, Mr. C. E. Bowker, Mr. R. MacDonald, Dr. W. G. Carpenter, Dr. M. E. LaZerte, Mr. A. E. Ottewell, and the Deputy Minister. The Supervisor of Schools presided as chairman. Mr. J. W. Chalmers, Director of the Correspondence-School Branch, was present on invitation of the chairman.

The chairman laid before the Committee a proposal that the four Western Departments of Education should co-operate in a project for a series of Western School Broadcasts under the direction of the CBC. The Committee recommended support of the project for the year 1941-42, on the understanding that if a similar plan is proposed for the following year, the matter of using broadcasters from Alberta and Saskatchewan should be considered.

The Committee decided to continue the broadcasts on intermediate-school Music, and left the chairman to arrange for a second local broadcast. Mr. Chalmers explained to the Committee a plan for broadcasts from Station CKUA on French language and on Social Studies for the benefit of correspondence students taking French 1 or Grade IX Social Studies, respectively.

The following series of broadcasts were sponsored by the Department of Education for the fall term of 1941:

1. The Western School Broadcasts, carried by the Mid-Western Network of the CBC, including the stations CBK—Watrous, CFRN—Edmonton, CFCN—Calgary, and CFGP—Grande Prairie.

There are two series of these broadcasts: one, entitled "Highways of Adventure," in which twenty-four books will be dramatized for pupils of the intermediate grades; and the

other, entitled "Mother Goose and Her Music" and "Alice in Melodyland," for primary and junior grades. The programmes of each series originate alternately from Winnipeg and Vancouver.

2. The School of the Air of the Americas, carried over the CBC and all stations of the Mid-Western Network.
3. Broadcasts for Correspondence-School students on Oral French and Current Events, from Station CKUA, Edmonton.
4. A series on Child Guidance, entitled "The Child in Wartime," carried over the CBC Network.

The Committee has every reason to believe that the school broadcasts perform a valuable service, especially in small schools of the outlying areas of the Province. The number of schools now on the Department's Radio Mailing List is 750, and the number is increasing steadily.

E.—COMMITTEE ON CERTIFICATION

Meetings of the Committee were held on March 21, 1941, and on May 9th, August 6th, September 23rd, and December 17th.

The second meeting was called to discuss the supply of teachers for the year 1941-42 with special reference to the demands of war service, and to the use as substitute teachers for an interim period of persons holding lapsed or expired certificates. Most members of the Committee felt that the "shortage of teachers" is primarily attributable to the low salaries paid to rural teachers, and that the Department of Education ought not to increase the number of teachers with low qualifications. The Committee finally recommended that school boards be advised that they are not entitled under The School Act to appoint any person as teacher who is not the holder of an active or valid certificate; and that in case any board desires to appoint a person holding a lapsed certificate, the Department shall be satisfied, before reviving such lapsed certificate, that the board has taken all possible steps to secure a teacher holding a valid certificate.

At the meetings of August 6th and September 23rd, the following recommendations were made respecting high-school certification:

1. Re Regulations Governing the Certification of Teachers, December 17, 1940, page 4, section 10 (b): This subsection should be amended to read: "This certificate shall be made permanent when the holder has completed the second half of the course, and has been recommended by an Inspector for the Permanent High School Certificate."
2. Re Section 11 of the said Regulations: This section should include the following three new subsections:
 - (a) A holder of the Interim Junior Certificate for the High School who does complete the requirements for a bachelor's degree may, by completing two additional courses in the College of Education, have his interim certificate made permanent on recommendation from an inspector of high schools.
 - (b) A holder of the Junior Certificate for the High School, who has been granted a bachelor's degree from the

University, may be granted an Interim High School Certificate, if he has completed the course in Education 54 (Philosophy of Education), or an equivalent course, as part of his undergraduate programme.

- (c) A holder of the Junior Certificate for the High School, who has completed the requirements for a bachelor's degree without including in his undergraduate programme Education 54 or an equivalent course, will be required to secure standing in this course at the College of Education before he can be granted the Interim High School Certificate.

At the meeting of September 23rd, the Chief Inspector of Schools submitted a report showing the shortage of teachers in the school divisions throughout the Province. This report convinced the Committee that steps should be taken without delay to meet the situation; but that under no circumstances should recourse be had to the granting of "permits." The Committee then worked out a plan for recommendation to the Minister, whereby a teaching service could be supplied to schools unable to secure properly qualified teachers; this service to be given as part of the practice and apprentice teaching programme of the Normal Schools.

The plan proposed that of the students in training at the Normal School in Calgary and Edmonton, approximately 100 would be selected on the basis of preliminary tests, high school marks, and personal interviews. These would be trained intensively until October 24th, and then be sent out to the schools where they would remain until Christmas. Another group, similarly selected and trained, would be sent out at the beginning of January, and possibly a third group at Easter. When the students from the first two groups returned to the Normal Schools, they would continue their training until the end of the term.

The Superintendents should make all necessary arrangements for taking the trainees to their schools and establishing them properly. They will be taken to their schools, have board and lodging and books found for them, and be brought back to the Normal Schools at no expense to themselves. A small net remuneration of approximately \$1.00 per day will be given them for personal expenses, and a proportionate amount of the fee for tuition at the Normal Schools will be remitted. School boards will be expected to meet the cost of this teaching service at the minimum rate of salary per day that is paid in accordance with the approved salary schedule.

The Normal School will give counsel and direction throughout the period of service. In some cases, it may be expedient for a Normal-School instructor to visit a group of trainees in the field and give them special assistance. It is assumed that the Superintendents will give as much time as they possibly can to the supervision of the trainees. Where possible, the students at work should be under the supervision of the Divisional Superintendents or Inspectors, although the Committee could see that unless these teachers were grouped in certain areas, it would not be easy for the Superintendents to keep in touch with them.

At its special meeting on December 17th, the Committee considered some reports relating to the manner in which the plan for

using Normal-School trainees was working out. It soon became clear to the Committee that, while the use of trainees to fill positions for which qualified teachers cannot be found is entirely sound and justified, the cause of this situation should not be overlooked; namely, the exodus of teachers who enlist for military service, or who engage in work other than teaching at *wages higher than the salaries paid in the school divisions according to present schedules*.

In order to prevent economic abuses of the plan for using Normal-School trainees, it was agreed unanimously that the Chief Inspector of Schools should scrutinize all requests for trainees in school divisions where the teachers' salary schedules are still in the process of negotiation.

With regard to the economic menace, the following resolution was passed unanimously: "This Committee recognizes that a close relationship exists between the present shortage of teachers and the inadequate financial structure supporting education. We therefore urge that the Minister review the whole question of educational finance, and supplement the present grants for education by some form of educational tax."

With respect to the teachers who are serving as instructors in the Correspondence-School Branch of the Department of Education, it was agreed that in order to qualify for permanent certificates, these teachers should satisfy the requirement of summer-school attendance at the College of Education; but that an inspector of high schools, in consultation with the Chief Inspector of Schools and the Director of the Correspondence-School Branch, should have discretion to recommend such teachers for permanent certificates on the basis of their work in the Correspondence-School Branch.

F.—TEACHERS' CONVENTIONS

Two years ago the Department of Education approved a plan submitted by the Alberta Teachers' Association for a provincial schedule of fall conventions of teachers, under which the School Divisions of the Province were grouped for the purpose of holding such conventions, and the convention period was extended to cover a period of four or five weeks, in order that the visiting convention speakers might appear at all the conventions. This plan gave general satisfaction throughout the Province, brought the speakers into contact with about 5,000 Alberta teachers.

This year the same plan was followed, and conventions were held at Bonnyville, Calgary, Camrose, Coronation, Edmonton, Hanna, Lethbridge, Medicine Hat, Red Deer, St. Paul, Two Hills, Vermilion and Wainwright. At Calgary and Edmonton, there were city conventions as well as divisional conventions. The visiting speakers were Dr. Raymond F. Hawk and Dr. Clark M. Frasier, of the Eastern Washington College of Education, Cheney, Washington. The former is the Director of Research at that institution, and the latter is the Director of Teacher Training. To show Alberta teachers how modern ideas of teaching and education have been worked out in the Practice School of their College of Education, they brought some moving-picture films exhibiting pupils and teachers at work on co-operative projects in the classroom, on the playground and in the community.

On December 31st, a Joint Committee of representatives from the Department of Education and the Teachers' Association met in the Government Buildings, Edmonton, to plan for the fall conventions of 1942. Members present were Chief Inspector Fuller, Inspectors Sullivan, Sweet, Scott and LeBlanc, Dr. Lord, Mr. G. F. Manning, Mr. Raymond Shaul, Mr. J. W. Barnett, and other representatives of the Teachers' Association. The Supervisor of Schools presided as chairman.

It was agreed that every local teachers' association should be asked to appoint representatives of the elementary, intermediate and high-school teachers to the number of at least three in all, who will act with the local superintendent as a convention committee; and that for conventions at centres where the teachers of two or more divisions participate, a joint convention committee be convened, consisting of all the appointed representatives from the local associations concerned.

The principle was adopted that elementary, intermediate and high-school teachers meet in the same convention; and the following recommendations were made with respect to the programmes:

- (i) That in so far as possible use be made on the convention programme of teachers who have taken one or more of the workshop courses at the Department's Summer School.
- (ii) That the programme provide ample time for discussion.
- (iii) That provision be made on the programme for parents as well as teachers, and that parents, especially in communities where there are Home and School Associations, should be asked to participate in the discussion.

It was agreed that before the schedule for the fall conventions of 1942 is published in June, it will be approved by the joint committee representing the Department of Education and the Teachers' Association.

G.—TEACHER TRAINING

I.—*The Summer School for Teachers.*

The Summer School was again operated in two sessions, one at Edmonton and the other at Calgary. The Calgary session was held in the Western Canada High School. Under the stress of war-service requirements, it was necessary to move the courses in Home Economics, General Shop and Shop Subjects from Calgary to the Technical High School at Edmonton. In Edmonton, however, it was not possible to use the Normal School, or to have all of the accommodation at the University that was available in previous years; with the result that the Edmonton session was conducted at four centres: the University buildings, including St. Stephen's and St. Joseph's College; the King Edward School; the Garneau School; and the Technical High School. It was to be expected that under these conditions the cost of the Summer School would be greatly increased. Nevertheless, the Summer School of 1941, in virtue of the number and outstanding quality of the visiting instructors and of the improved courses of instruction, was one of the most successful in our history, and one of the most attractive in Canada.

A new feature of the Edmonton Summer School, which proved very acceptable to the teachers, was the introduction of the follow-

ing "workshop" courses: The Alberta Activity Programme for Division I of the Elementary School, and for Division II of the Elementary School; the Programme for the Intermediate School; The School and the Community; and Guidance in Intermediate and High-School Grades. The first three of these were under the direction of Mr. G. K. Haverstock, of the Edmonton Normal School, and Dr. Lester Dix, of Teachers College, Columbia University; the fourth under Mr. J. C. Jonason, of the Edmonton Normal School; and the last under Dr. W. D. Wilkins, of St. Louis University.

At the close of the Edmonton session, there was a meeting of students and instructors to hear a panel discussion on the principles and practice of the new education. Members of the panel were Dr. G. F. McNally, Miss Clara Lyden, Dr. Lester Dix, Dr. W. D. Wilkins, Dr. M. E. LaZerte, Mr. A. W. Reeves, with the Supervisor of Schools as chairman.

The following special instructors came to the Edmonton session from without the Province:

Dr. Lester Dix, Teachers College, Columbia University.

Miss Clara Lyden, Francis Parker School, Chicago.

Dr. W. D. Wilkins, St. Louis University.

Professor W. G. Bennett, University of Toronto.

Dr. J. W. Bell, District Superintendent of High Schools, Chicago.

Mr. Watson Thomson, Department of Extension, University of Alberta.

At the Calgary session, Mr. Leonard Freyman, of the Western Reserve University, Cleveland, directed the work in Dramatics.

SUMMER SCHOOL STATISTICS, 1941

Number registered in Department of Education Summer School:	
Edmonton	1,119
Calgary	376
Number registered in University of Alberta Summer School	349
Total registration	1,844
Duplicates	52
Net registration	1,792
Number of Second Class Teachers who completed successfully the course for raising their certificates:	
Edmonton	50
Calgary	11
Number of Normal-School graduates of the year 1937 and thereafter holding an Interim Certificate who completed the five summer-school credits required for their Permanent Certificate	370
Number of professional subjects offered:	
Edmonton	63
Calgary	34
Number of Academic Subjects offered (Edmonton)	1
Number of Shop Courses offered (Edmonton)	18
Number on instructional staff:	
Edmonton	57
Calgary	17
Total	74
Number of summer-school certificates issued	1,473
Number of teachers who qualified for special certificates:	
Swimming	77
St. John Ambulance Certificate in First Aid	48
Kindergarten-Primary Certificate	2
Many certificates have been issued in Dramatics, Music, Bookkeeping, Typewriting, Physical Education and Art.	

II.—*Normal-School Instructors' Conference.*

The Annual Conference of the Normal School Instructors was held in the Normal School, Edmonton, on Wednesday, Thursday and Friday, April 16-18.

On Wednesday morning, April 16, there was a round-table discussion in the Macdonald Hotel, Edmonton. The Normal-School Instructors, the Divisional Superintendents and some city Superintendents were present for this discussion, which was led by Dr. Harold Rugg. The following are some of the more important matters discussed by Dr. Rugg and others:

1. How important is it to educate the parents about education, and what are the agencies for education of the parents? In this connection, what can be done by Home and School Associations, and what are the responsibilities of teachers and superintendents in this respect? What agencies for adult education could be used to spread a more general understanding of the meaning and objectives of present-day education?
2. What can be done to re-orient the ideas of teachers themselves with respect to changing objectives and practices in education? Is the work of the College of Education, the Normal Schools and the Summer School adequate in this respect?
3. What can be said to parents who resist change in education on the ground that the children are not learning to read and spell and to do Arithmetic?
4. To what extent does the older type of report card tend to support traditional attitudes towards education?
5. What can be done to meet the situation in which a new and better type of education, requiring greater financial support than did the older type, is nevertheless very insufficiently nourished?

Dr. Rugg dealt with these questions in a very stimulating manner, pointing out the great responsibility which rests on teachers and administrators of education in a democracy. It was suggested that this problem should be studied by teachers in their local associations, and that such groups should be encouraged by the superintendents. The speaker gave some very illuminating examples of ways in which teachers can overcome local prejudice and win the support of forward-looking parents and citizens.

The regular sessions of the Conference were held in the Edmonton Normal School on Thursday and Friday. The first session on Thursday morning was opened by the Honourable William Aberhart, Minister of Education, who gave an address of welcome, in which he stressed the importance of action on the part of teachers, superintendents, Normal-School instructors and Departmental officials to arouse appreciation and understanding of the new education on the part of parents as well as teachers. The Minister recommended that the essential principles of the new education should be reduced to short statements simply expressed which parents and the public generally can immediately understand and accept.

After the Supervisor of Schools had read the minutes of last year's Conference, the meeting proceeded with a discussion on the Fourth Yearbook of the John Dewey Society, entitled "Teachers for Democracy." Several inspectors and superintendents attended

the sessions at which this discussion took place, including Mr. H. C. Sweet, Mr. J. P. White, Mr. G. F. Hollinshead, Mr. F. Hannotchko, Mr. C. M. Lavery and Mr. H. A. Kostash. These administrators pointed out many practical difficulties with respect to the new programme, especially in the rural schools.

At the remaining sessions of the Conference, matters were considered which arose from the previous discussion, and other matters of special importance on which it was felt that immediate action should be taken. The proceedings of these sessions can be summarized in the following resolutions:

1. The Conference approved unanimously the principle of encouraging the formation of Home and School Associations in order that parents might be informed regarding the principles and objectives of the Programme of Studies for the Elementary School.
2. The Conference also recommended that Normal-School instructors should have the opportunity of visiting rural schools in co-operation with the divisional superintendents; and further, that an amendment to The School Act be considered, whereby Normal-School instructors should have the status of inspectors for the purpose of visiting city schools.
3. With respect to the question of integration in the Normal-School programme, it was agreed that there should be a special meeting of representatives of the Calgary and Edmonton staffs on or about June 1, at which a final report could be prepared for submission to each staff and to the chairman. Questions relating to the Normal-School programme and the teaching procedures in the Normal School were left for the consideration of this committee.
4. On the motion of Messrs Swift and Dunlop, it was agreed that the six credits assigned to Social Studies, Science and Health be re-allocated in the following manner:

Integrated Programme, Division I	1 credit
Integrated Programme, Division II	2 credits
Intermediate-School Social Studies	1 credit
Intermediate-School Science	1 credit
Health	1 credit
Total	6 credits

The Conference accepted this resolution on the understanding that it was intended for the guidance of the committee on integration.

5. On the motion of Messrs. Dunlop and Sheane, it was agreed that the Edmonton Normal School should submit their report on the preliminary Normal-School test to the Calgary staff.
6. On the motion of Messrs. Swift and Sheane, a committee was appointed, consisting of Dr. Lord, Mr. Swift, Mr. Finn and Mr. Kirkpatrick, to report finally on the question of Grade "B" Strathcona Trust Certificates. This committee submitted the following recommendations to the Conference, which, on the motion of Miss Hastie and Mr. Haverstock, were accepted:
 - (i) That no "B" certificates be granted to students who do not pass the Normal-School Physical Training course.
 - (ii) That Physical-Training medals be awarded only after consultations with the Physical-Training instructors. A method suggested is that the instructors recommend three students from each class for special testing by the Strathcona Trust examiner.

- (iii) That the final written paper be prepared by the instructors jointly, and then approved by the Trust Officer, modifications being by consultation.
7. The following resolution, moved by Mr. McDougall and Dr. Sansom, was accepted by the Conference:
Whereas, modern education advocates that teachers take a more active part in community leadership through the medium of local organizations for the purpose of inculcating the ideals of democracy; and
Whereas, young teachers need special preparation in order to assume effectively such a responsibility;
Therefore be it resolved, that each Normal School shall organize a bimonthly forum in which students and staff shall discuss the meaning and problems of democracy, *attendance at such forum to be required.*

There were several matters held over for further consideration and left to a committee consisting of Dr. Lord, Dr. Dickie and Mr. Dunlop, with power to act. One of these matters was that of increasing the Students' Union fee for Normal-School students.

III.—*Reports from the Normal Schools.*

Accommodation.

In July the Department of National Defence took over the commodious and well-planned building and plant of the Edmonton Normal School. Through a joint arrangement with the Dominion Government, the Department of Public Works and the Edmonton School Board, the Department of Education was able to secure the use for teacher-training purposes of the Garneau School, with two large additions to the building: one consisting of three classrooms, a library, a general office, and nine staff offices; and the other serving as a combined gymnasium and auditorium. These additions became available in December, and have made it possible to carry on, for the present at least, a reasonably adequate training programme. The Practice School has a staff of ten teachers in the Garneau building and eleven in the Queen Alexandra School. Many improvements were made also in the latter building, which have greatly facilitated the work of the Normal School.

The Calgary Normal School operated this year, as last, in the King Edward School. By January 1st, the school had accommodated itself fully to its new quarters; and both students and staff, accepting its limitations, co-operated in good spirit to keep the school running smoothly. The enrolment of 187 students made heavy demands on the accommodation, especially for study, extra-curricular and recreational facilities; but the work of the school has not, on the whole, been seriously handicapped by the loss of its own quarters.

Staff.

The Edmonton school has suffered the loss, which it is hoped will be only temporary, of three very able instructors: Captain George M. Dunlop, instructor in psychology, Lieut. A. L. Doucette, and Flying Officer Jonas C. Jonason have all undertaken war work. All have rendered service of a very high order and in their new work will make distinct contributions to the efficiency of our armed

forces. Mr. Arthur W. Reeves, formerly Superintendent of Schools for Pincher Creek Division, as instructor in psychology, and Mr. H. A. Macgregor, Superintendent of Schools for Cypress Division, have joined the staff. Both men have given the Province excellent service in their respective fields.

At Calgary, Mr. T. G. Finn, formerly a part-time instructor in Physical Education, was appointed to a full instructorship on September 1st. In addition to this work, he coaches school teams, gives leadership to sports activities, and has taken responsibility for guiding the students' social committee. At midsummer the school lost by retirement, a faithful servant, Miss Isabella Currie, who had been librarian since 1925. Miss Currie has given service with dignity and efficiency, both to the Calgary Normal School and to the Provincial Institute of Technology and Art. She leaves the staff with the best wishes of students and instructors.

Miss Currie's place was taken by Miss Isabella Mary Grant, B.Sc., an experienced teacher who has also had supervisory experience. Miss Grant brings enthusiasm and ability to her work. She will not only serve as librarian, but will also participate in other work of the teacher-training programme with some of the responsibilities of a regular instructor.

Two practice-school teachers resigned at midsummer, Miss Lillian Bishop and Miss Kathleen Bulmer, both of the Connaught School. Their places were taken by Miss H. B. Tillotson and Miss M. Budge. On December 1st, Miss E. C. Frost joined the staff as the fourteenth practice-school teacher. She continues to teach at Mount Royal School, where students visit her classroom only.

During the summer, Miss Olive Fisher, Miss Rae Chittick and Mr. T. G. Finn attended Stanford University; and Mr. W. D. McDougall continued his studies at Columbia University. At the spring convocation Mr. G. K. Sheane was awarded his M.A. degree by the University of Alberta. During the fall term, the Principal completed the requirements for the Ph.D. degree at Stanford University.

The New Plan for Sending Trainees to the Rural Schools.

According to the plan, the first group of trainees was released on October 27th. The second group will go out on January 5, 1942, and the third on March 20th. In order that particularly the first group, and to some extent the second, might be able to give reasonably good service, it was necessary to select promising students, to segregate them in special classes, and to give a special course centering in the Practice School, and very direct in its relation to teaching. This procedure involved a very considerable amount of reorganization of classes, and extra work on the part of the staffs.

From the Edmonton school, 43 students were sent out in the first group, together with seven others who were repeating the Normal-School course and had been recommended for certification. In January, 63 will be sent out in the second group. From both schools, 67 trainees were sent out in the first group, and approximately 105 will go out in the second group.

While it is not yet possible to assess the merits of the new plan in itself, apart from its value as an emergency measure, it seems almost certain that the first group of trainees will return in January from their experience of the realities of rural classrooms with a

firmer grasp of teaching problems and a deeper understanding of what is required of the beginning teacher than the older programme of training could ensure. The returning trainees report without exception that their experience was most salutary. There are, on the other hand, some disadvantages. The selecting of outstanding trainees, largely on the basis of general ability and personality, before the trainees as a group have had time and opportunity for any professional growth and achievement, is likely to induce feelings of resentment or inferiority in some of the trainees; and the removal of prominent students from the group interferes to a certain extent with student activities. There is no doubt, however, that the plan does offer a feasible solution for the emergency problem of teacher scarcity, provided the economic menace of low teachers' salaries in a time of rising wages and prices can be met; and there is good reason to expect that the plan will lead to some substantial changes in our teacher-training procedures.

Instruction at Edmonton.

The first weeks of the fall term were given to an orientation course on the philosophy, purpose, nature and procedures of the Alberta Activity Programme for the Elementary School. In order to link the professional courses more closely with practice-school experiences, it has been arranged that the students spend two complete afternoons weekly in the practice schools. A third of the students remain in Division I of the Elementary School, a third in Division II and the others in the Intermediate School. The groups maintain their identity, but after about ten weeks are rotated. Provision is made that each group changes to another class in the Division after five weeks. In this way the students receive continuous and lengthy experience in six of the nine grades, and remain long enough with a single teacher to become acquainted with the teacher's procedures. Staff members are associated with certain divisions and conduct seminar discussions of these practice-school experiences. But more recently the practice-school staffs have undertaken to discuss with their groups of students such matters as the purpose, procedures, selection of experiences and material as well as to make oral criticisms. Written reports are made on students by the practice-school staffs at the end of each five-week period.

Normal-School work is divided into three cycles which are synchronized with practice-school changes. In Division I, the professional course in the Normal School is closely linked with practice-school developments, and the instructor gives much personal direction. This procedure seems possible only in lessening extents in the other divisions, where the courses demand greater continuity in subject matter and where organized material is necessary.

The results of the new regulation requiring Music for Normal Entrance are rather striking. For years past, only 50 or 60% of the students had any acquaintance with music before coming to the Normal School; but this year 90% have some foundation in music, and therefore make it possible for the Normal School to offer real training in the teaching of Music.

The course in First Aid that has been given in the Edmonton Normal School for the past three years has met an enthusiastic

response from the students. Last year 107 completed the course and received the certificate. Because of a lack of qualified instructors, this course had to be given after hours and many who desired the course could not be accommodated.

Instruction at Calgary.

During the spring term, there was completed the system of instruction instituted during the previous fall term, whereby the student body in sections pursued half their various courses for a half-year only, changing over to the other half at the end of January. At the end of the year, the staff resolved not to continue it; for the reasons that during the fall term students did not receive instruction in subjects in which they were expected to teach lessons in the Practice School, and that the concentrated period of instruction did not provide a sufficient opportunity for growth and development in a number of subjects. As a result of the staff resolution and the discretion granted to individual staffs at the annual Conference at Easter, the school reverted in September to a scheme of instruction under which all instructors meet all classes of students throughout the year. Instruction continues as in recent years to represent a variety of procedures, these being determined by the nature of the particular courses and the interests of the instructors. It is noticeable, however, that there has been a considerable increase in recent years of student reporting, of committee work, and of group responsibility for various projects. The only new procedure adopted during the present year is the holding of a period seminar or discussion period, attended by two instructors, in which are discussed specific problems and questions growing out of and in anticipation of practice teaching.

An interesting feature of the work on the Integrated Programme is that committees of students visit various aspects of the community, industrial and transportation chiefly, submitting detailed illustrated reports of their observations to their classes.

The scheme of practice teaching described in the report of last year has in the main been continued, its chief feature being that the students remain in one room for several consecutive days, and that a report is submitted covering the whole teaching experience rather than individual lessons. Two modifications of the scheme, however, became necessary. The time for the regular rounds of teaching in the Practice School was reduced from five to four days in order that prospective selectees for rural schools might be placed in the Practice School early in the term for experience and try-outs. Then, because of the substantial increase in the number of students in attendance, the number of students per practice room became undesirably large. As a consequence, it was decided to limit the number of students in any room at one time to two, and to make limited use of schools of the city system to take up the slack. This is not a "broadcast," since only a few students go to the city each week, and only a part of the city staffs receive students. The students are assigned to schools, with divisions indicated, and it is left to the principals in conjunction with the Superintendent and his assistant in the elementary schools to determine which teachers receive students. Only students who have already demonstrated some competence are sent out, the weaker ones being kept entirely

within the Normal-School system. No student goes to the city more than once.

Members of the staff continue to supervise the teaching of a group of students and are responsible for observing some of the work of each member of the group and for reporting thereon.

Health Examinations.

The medical examinations were conducted at the Edmonton School, as formerly, by Dr. W. C. Whiteside, F.R.C.S. The results are summarized as follows: Number of students rated: AAA—2, AA—25, A—37, B—60, C—5; total, 329.

The Mantoux test indicated that with respect to freedom from tuberculosis the school is in better condition than in other years. Of 278 students who were given the test, 41 reacted positively, but the X-ray examination showed no active cases and only three were asked to report again for further examination before leaving Normal School. One of the last year's cases is still in the hospital.

At the Calgary School, Dr. Learmonth again examined the student body entering for the fall term. His report on general condition, with corresponding figures from 1940, is given below:

	1940-41	1941-42
Men examined	38	34
Women examined	149	218
Physique: Excellent—Men	5	3
—Women	11	15
Good—Men	21	22
—Women	113	143
Fair—Men	12	9
—Women	23	58
Poor—Men		
—Women	2	2

The testing of the 1941-42 student body for evidence of tubercular infection was not undertaken until after the New Year and had not been completed at the time of writing. Dr. Baker reports, however, that there were fewer reactions this year than last, indicating a healthier condition.

The following table shows in "percentile scores" the relative standing of the Edmonton group of teachers-in-training, the Calgary group and the combined groups, for the years 1938, 1939, 1940 and 1941 with respect to general ability:

	Lower Quartile				Median				Upper Quartile			
	1938	1939	1940	1941	1938	1939	1940	1941	1938	1939	1940	1941
Edmonton	.400	.320	.355	.229	.620	.490	.573	.389	.820	.660	.773	.583
Calgary	.440	.380	.442	.313	.656	.540	.644	.505	.830	.680	.829	.697
Combined	.427	.340	.397	.261	.650	.520	.601	.434	.830	.680	.791	.638

These percentile scores are the only means at present available for making a comparison between the Normal-School groups of successive years. Such comparisons are obviously of great importance, since any deterioration in the quality of new members admitted to the teaching profession must be a matter of grave concern. A slight superiority of the Calgary group over the Edmonton group is again in evidence this year. The only explanation of this phenomenon that has yet been suggested is that the proportion of non-English students is larger in the northern part of the Province; and since the psychological tests are predominantly verbal, a difference in language background would be reflected in the scores. There is, moreover, good reason to doubt whether the quality of the students who entered the Normal School this fall is not a little lower than in

former years. This result should not be unexpected, since there was in fact a slight relaxation of the entrance requirements as they were applied to the class of 1941-42.

Two years ago the General and Survey Tests, which all candidates seeking admission to Alberta Normal Schools were required to take, were administered to two groups of teachers-in-training without the Province, and a statistical study was made of the five groups of scores: those of the Alberta group as a whole, those of the Edmonton group, those of the Calgary group, and those of each of two outside groups. The statistical results, shown in the accompanying table, point to a superiority of the Calgary group over the Edmonton group, as already mentioned, and also to the possibility of a considerable variation in the calibre of normal-school trainees from different parts of Canada. Further studies along this line are very desirable. In the meantime, one may suggest that differences in socio-economic environment as between different parts of Canada, or of the same Province, will play an important part in determining the quality of persons who enter the teaching profession.

NORMAL SCHOOL ADMISSION TESTS

School	General Test					Survey in Science					Survey in Mathematics					Combined (Equal weights)				
	N	Q ₁	Q ₂	Q ₃	R	N	Q ₁	Q ₂	Q ₃	R	N	Q ₁	Q ₂	Q ₃	R	N	Q ₁	Q ₂	Q ₃	R
Alberta Group	835	33.42	41.20	48.38	17-64	840	64.08	72.51	81.47	31-106	840	24.47	29.01	33.91	3-50	828	127.07	144.45	161.22	67-218
Edmonton	318	35.85	52.29	49.75	21-78	318	63.64	71.75	80.35	34-101	318	25.32	29.85	34.58	11-50	318	127.58	146.44	160.17	89-209
Calgary	185	38.03	44.79	51.44	22-71	181	64.63	72.58	81.15	36-104	184	24.77	29.31	33.98	12-77	185	132.05	147.07	162.34	98-218
First Outside Group	172	40.33	48.40	56.66	19-81	168	55.49	63.76	71.25	30-105	168	17.30	21.77	25.68	7-42	155	113.19	131.04	152.65	87-211
Second Outside Group	71	46.88	50.90	58.13	19-75	71	65.25	72.83	80.19	48-105	71	22.22	27.25	31.08	14-45	71	137.75	151.50	170.25	103-219

Activities at the Edmonton School.

The Year Book, with Mr. J. C. Jonason as staff director and Miss Margaret Kippen as Editor-in-Chief, was increased in size and is of its usual excellence. The cost of this undertaking is about one thousand dollars and calls for considerable business ability and work on the part of the various committees.

The presidents of the Students' Union were the following: First Term, George Chohey; Second Term, Carlyn Goulson. This work was well and ably conducted. The Executive meets weekly. Mr. G. M. Dunlop gives very valuable assistance as staff representative.

Members of the staff gave assistance at the Teachers' Conventions. Members of the staff also assisted as judges in the musical festivals of the public schools.

Miss Lillian Carscadden, secretary for Girls' Work, gave a course in January. About 125 girls qualified for the certificate.

The following students were presented with the gold button given by the school to the 5% of the students who are considered to have done the most promising work during the year: Carlyn Goulson, Patricia Gutteridge, Milton Hansen, Lillian Harrow, Betty Hazlett, Norma Heichen, Aleck Hutchinson, Margaret Kippen, Aletha Knudson, Margaret Manderson, Herberta Martin, Rose Remnick, Helene Wahl, Nellie Wollen.

The closing exercises were carried out as in former years. About 900 people were present. The speaker was Rev. Elgin Turnbull of Knox United Church, Edmonton.

Activities of the Calgary Staff.

The usual clubs and organizations have continued to function under the Students' Association and with staff supervision. They are, with their advisors:

Students' Council—Mr. Sheane.

Social Committee—Mr. Finn.

Programme Committee—Mr. Graham.

Dramatics Society—Miss Fisher.

Choral Society—Mr. Graham.

Debating Society—Mr. Swift.

Year Book—Miss Chittick, Mr. McDougall.

Folk Dancing Club—Mr. Finn.

Tumbling Club—Mr. Finn.

Basketball—School teams, Mr. Finn; intra-school leagues, Mr. Finn.

During the spring term, the Choral and Dramatic Societies presented a programme which was open to the public.

Home-and-home basketball games between Edmonton and Calgary were played during April, both boys' and girls' teams participating. The boys' team won the Calgary championship, but was eliminated in the provincial playdowns. During the fall term the small enrolment of boys and the depletion of the class through volunteering for rural teaching made the task of organizing a team difficult. Nevertheless, an entry was placed in the city league.

The School continues to use at certain evening hours Western Canada and Central High School gymnasiums. This arrangement,

while leaving much to be desired, is highly appreciated by staff and students.

The closing exercises of the 1940-41 term were held in Central High School auditorium on June 6th. They were presided over by the Principal and the President of the Students' Association, Miss Margaret Sheeran. Dr. G. F. McNally delivered the address to the students.

During the year the students had the privilege of hearing addresses by various persons from outside the school. Mr. W. C. McCalla gave an illustrated lecture on flowers. Dr. E. W. Coffin spoke entertainingly and philosophically to the fall term students. Dr. Harry Thompson gave two addresses on Dental Hygiene. Representatives of the A.T.A. brought fraternal greetings to the graduating class, and at a subsequent date discussed with the students, problems arising from the change in the law governing salaries.

Enrolment for 1941.

The tables which follow show the number of candidates admitted to the Normal Schools in September, 1941, and also the number of trainees who secured certificates on recommendation of the Normal-School staff in June, 1941:

	NORMAL SCHOOL ENROLMENT, 1940-41					
	Edmonton			Calgary		
	Sept., 1940	Jan., 1941 (Repeating)	Sept., 1941	Sept., 1940	Jan., 1941 (Repeating)	Sept., 1941
Men	66	2	66	38		35
Women	264	5	265	149	2	217
University Graduates	1					...
University Standing	6		4	6		...
From without the Province	5		3	1		7
Repeating from previous years			7			5

RECOMMENDATIONS FOR THE ELEMENTARY AND INTERMEDIATE SCHOOL CERTIFICATE, JUNE, 1941

	Edmonton	Calgary
Number completing the year	322	185
Failures in Practice Teaching	3	1
Failures in Professional Subjects only	7	4
Partial Failures Required to Attend Summer School	8	10
Partial Failures Successful at Summer School	7	7
Recommended for Certification	306	169

H.—ANN ARBOR CONFERENCE

This year it was the privilege of the Supervisor of Schools to represent the Department of Education at the Eighth International Conference of the New Education Fellowship, in Ann Arbor, Michigan, on July 6-12. He also attended a Pre-Conference at the Cranbrook School, near Detroit, July 1-4. The opportunity to meet outstanding educationists from the United States and the South American countries, together with educationists who are now exiles from Europe, is one that seldom presents itself to an official of the Department of Education. The extensive programme of the Conference was exceedingly stimulating and of the very highest quality. The main theme of discussion was: "Education for Democracy in a World of Nations." In no better way can one convey the general tone of the Conference than by quoting from the official programme the message of the Honorary President, the veteran John Dewey:

"There was never a time when the words **New Education** and **Fellowship** were as significant in what they stand for as they are today. This statement is true whether the words are taken separately or together. It would be unjust to the schools and to millions of faithful teachers who are doing the best they can under adverse circumstances to hold the old education accountable for the present state of the world. But it can be said with justice that upon the whole the older type of education was a part of the old social order, whose bankruptcy constitutes the present epoch of history. A new social order must be built and a new type of education must be worked out as an integral part of the construction of this inclusive human order. Probably the most inept statement uttered in the present crisis is one put forth by a professed publicist, who claimed that abandonment of the old education is the cause of the present confused and conflicting state of the world. The fact that the first act of totalitarian dictatorship is to close every school of the newer type, every school affiliated with the New Education Fellowship, is the sufficient answer.

"The present state of the world bears witness also to the fact that any desirable new education must express and must create fellowship. Fellowship is more than the opposite of war, discord, hatred and intolerance. It provides the only sure and enduring guarantee that these evils will not continue to plague mankind. Education in and for and by fellowship, through co-operation and with a co-operative society as its aim, is an imperatively required factor in an education that will arise in contrast to the world now engaged in destroying itself. The freedom to which schools of the New Education are committed has taken on a new and deeper meaning. In the past it was emphasized as a right. The urgent demand for co-operation to replace enmity, for fellowship to replace suppressive force, emphasizes the fact that freedom is a responsibility which imposes duties; it cannot exist save in a social order whose members respect one another and show their respect in acts of friendly contact and intercourse. Some phases of existing totalitarianism are reactions which were inevitable, humanly speaking, against the individualism of isolation. Evil in this case as in others can be overcome only by good. Social unity which is the product of force can be displaced only by the social unity that expresses Fellowship, and by it alone."

REPORT OF THE REGISTRAR

(R. V. BELLAMY)

Examinations.

In June, 1941, 7,030 candidates wrote on the Grade XII Departmental Examinations. These students submitted a total of 25,547 answer papers, a decrease of 2,122 from 1940. (This is exclusive of the Special Tests provided for students seeking admission to Normal School.)

The decrease is due to war conditions. Although recruiting officers who visited the schools urged students to remain at school until their courses were completed, many enlisted before writing examinations, while in a few cases arrangements were made for students to write at the Manning Depots. No provision is made by the Department for the granting of standing to students enlisting before meeting all requirements for credits. Such students are advised to ask for a review of their standing when they return to civilian life.

A total of 748 students wrote on the Special Tests, a decrease of 9 from the year 1940.

The Grade XII examinations were held in 269 regular centres. Special arrangements are sometimes made for the accommodation of students who are resident in outlying communities or for students on War Service or who reside outside the Province who would not

otherwise find it possible to write. Special arrangements were made in 38 such instances in 1941.

The following table covering a five-year period indicates the growth in student registration (by unit) at the Grade XII level, and the fact that students who are not of matriculation calibre are gradually coming to the realization that the Revised High School Programme affords an opportunity for them to organize their High School Programmes from a group of worth-while options suitable for their varying interests and aptitudes rather than from the difficult Academic Electives intended for students who are primarily interested in University courses.

A total of 109 teachers completed Grade XII standing for the purpose of raising the rank of their certificates. Of these, 36 in-

NUMBER OF CANDIDATES FOR DEPARTMENTAL EXAMINATIONS									
Subject	1936	1937	1938	1939	1940	1941			
English 3	2,716	2,818	3,057	3,379	4,763	4,229			
Social Studies 3 (History 4)	1,925	2,063	2,172	2,603	4,334*	4,220			
Algebra 3	2,335	2,331	2,633	3,094	2,567	2,252			
Trigonometry and	2,696)	2,664)	2,854)	3,182)	2,140	2,115			
Physics 3	2,696)	1,942	1,769	1,300	2,571	2,110			
Analytical Geometry	269)	1,642	2,017	2,425	2,593	2,528			
Physics 2	1,693	1,701	2,292	2,528	2,176	2,075			
Chemistry 2	1,586	2,072	585	503	373	435			
Biology 2	1,877	634	2,427	1,494	1,790	1,853			
Latin 3	610	2,023	73	70	36	13			
French 3	1,728	79	14,819	15,440	14,246	13,381			
German 3	57	12,851	18,221	21,422	23,343	21,830			
Total	17,492	13,340	20,048	21,422	23,343	21,830			

*First year in which this unit was an obligatory unit.

cluded in their Grade XII programmes examination subjects only, and may qualify for First Class Certificates, while 73 included non-examination subjects and may qualify for the Elementary and Intermediate School Certificate only.

Due to the fact that the Normal School building was commandeered by the Department of Defence, it was necessary to make other arrangements for the reading of answer papers. A complete new set-up was planned for the reading of answer papers at the Oliver School in Edmonton.

A staff of 157 sub-examiners was appointed, with 7 full-time and 4 part-time chairmen, under the general chairmanship of Mr. Sullivan, Senior High School Inspector, assisted by High School Inspectors Sweet and Sparby.

The Grade IX papers were read in the same building by 188 sub-examiners carefully selected for the work. These sub-examiners were supervised by 8 group chairmen under the general chairmanship of Inspector Robinson, assisted by Inspector Good.

The regular staff of the Examinations Branch forms the nucleus of a large staff of temporary clerks for the midsummer work at the school.

The results of the Grade XII examinations were mailed on Saturday, July 26th.

A total of 484 Grade XII candidates appealed to have 600 answer papers re-read. A small percentage only of these appeals was sustained.

The Supplemental Examinations began on August 18th and concluded on August 25th. The results were mailed on August 30th.

These examinations were written at 40 regular and 15 special centres.

A total of 1,829 candidates wrote, submitting 2,870 answer papers (English 3 counted as one).

A staff of 39 teachers valued the answer papers in Edmonton.

Private schools offering High School instruction are subject to inspection and temporary approval from year to year.

Students in attendance at 14 private schools reported upon favourably by the Inspectors were granted High School credits.

Candidates were sent up for the Grade IX examinations from 5 additional private schools in which High School instruction was not authorized.

The Examinations Branch each year checks Forms A and B for programme weight and qualifications of the teachers.

A survey of Form A shows that in 1940-41:

High School instruction up to and including Grade XII was offered in	370 schools
High School instruction including Grade XI but not beyond	153 schools
High School instruction not beyond the Grade X level	179 schools
Total schools offering High School instruction	702

This is an increase of eight schools only over 1940.

Results in non-examination subjects were issued by the Department as follows:

	Cities and Towns	Rurals	Total
Grade X	5,735	1,038†	6,773
Grade XI	4,884	846†	5,730
Grade XII	5,793*		5,793
Special One-year Course in Commercial subjects	118		118
	16,530	1,884	18,414

*This includes 124 teachers registered in correspondence courses in non-examination subjects.

†This includes Grades X and XI students registered in a programme of correspondence courses only.

Dates of mailing: Grade XII, August 11th; Grade XI, August 15th; Grade X, August 16th.

The Special One-year Course in Commercial subjects was offered in the following schools: Camrose Lutheran College; Western Canada High School, Calgary; McDougall High School, Edmonton; Strathcona High School, Edmonton; St. Vincent's High School, Edmonton.

A total of 301 students from outside the Province reported in Alberta to register in High School. The standing of 266 was equated in terms of Alberta credits, and decisions are pending on 35 cases on which further information is required.

The programmes of 2,839 students registered in correspondence courses in the fall of 1941 were checked, and any irregularities found reported to the Correspondence School Branch.

The examinations of the Western Board of Music below the Associate level are conducted by the Department of Education. The Board is still in its infancy. The number of candidates, however, continues to increase. The examinations in Theory are conducted in February and May of each year, and those in Piano, Voice and Violin annually, i.e., in June.

The examinations in Theory were held at the following centres in February: Edmonton, Glenister, Orion, Sangudo; and at the following in May: Acadia Valley, Calgary, Craigmyle, Edmonton, Fleet, Freedom, Glenister, Morinville, Orion, Ranfurly, Sangudo, Spirit River, Two Hills.

Eighteen candidates wrote in February and 25 in May, making a grand total of 43.

In June, 37 candidates took the Practical examinations of the Western Board of Music.

Edmonton:			
Piano	Grade II	2	
	Grade III	7	
	Grade IV	2	
	Grade V	6	
	Grade VI	5	
	Grade VII	2	
	Grade VIII	1	
			25
Singing	Grade I	1	1
Peace River:	Grade I	2	
Piano	Grade VI	1	
			3
Singing	Grade I	1	1
Medicine Hat (Orion students):			
Piano	Grade III	2	
	Grade IV	1	
	Grade V	1	
	Grade VI	1	
	Grade X	1	
			6
Wetaskiwin:			
Violin	Grade III	1	1
			37

Mrs. Gordon Egbert of Calgary conducted the examinations in Piano in Edmonton and Medicine Hat; Mr. Henry Atack of Edmonton in Peace River; Mr. W. J. Hendra of Edmonton the examinations in Singing in Edmonton and Peace River; and Mrs. Condie of Wetaskiwin the examination in Violin in Wetaskiwin.

WESTERN BOARD OF MUSIC—NUMBER OF CANDIDATES

Year	Practical Exams.	Theory Exams.	Total
1937	6	3	9
1938	11	8	19
1939	26	9	35
1940	27	29	56
1941	37	43	80

During the year, 163 students were granted credits in Music on documents from approved Conservatories.

The Grade IX Departmental examination was held in 1,757 districts, 342 of which were urban and 1,415 rural districts.

Approximately 9,600 candidates wrote the examination. There were 3,237 registered in rural schools, 54 in the complete Grade IX Correspondence Course, and the remainder in city, town and village schools.

The new type of examination was introduced in Grade IX in 1937 and the statistical procedure is now on a well-established basis.

CERTIFICATES ISSUED DURING THE YEAR 1941

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Permanent Certificates:						
Alberta Teachers:						
Academic Class	13					
High School Class	22					
First Class	373					
Elementary and Intermediate Class	352					
Second Class	131				891	891
(b) Interim Certificates:						
High School Class:						
Alberta	33					
Saskatchewan		1				
Ontario		1				
Ireland			2		4	
First Class:						
Alberta	11				11	
Elementary and Intermediate Class:						
Alberta	548				548	
British Columbia		1				
Saskatchewan		16				
Manitoba		3				
Ontario		6				
Nova Scotia		1			27	
United States				1	1	
Second Class:						
Alberta	8				8	
Junior High School Certificate:						
Saskatchewan	9				9	
		1			1	642
	1,500	30	2	1	1,533	1,533

N.B.—The table shown above includes in its Alberta list 345 certificates re-issued on account of change of name through marriage, and 262 re-issued to teachers who have qualified for certificates of higher rank than those originally granted them.

In addition to the above general certificates, special certificates have been issued for the teaching of Art, Music, Dramatics, Physical Education, Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography, and Commercial Subjects. Qualifications for these special certificates may be obtained by courses taken at Summer School, at the University, or other recognized institutions.

REPORT OF THE CORRESPONDENCE SCHOOL BRANCH FOR THE YEAR 1941

(J. W. CHALMERS, *Director*)

Elementary Section.

With the re-organization of the Correspondence School Branch in September, 1939, the staff of the Elementary Section, which included 4 qualified teachers and the Director, was relieved of the responsibility of Grades VII and VIII. This has made a tremendous difference in the quality of the work done in the Elementary Section. It is now possible to devote a more reasonable period of time to the problems of the individual pupil and to keep the corrections of current exercises up to date. The speed-up in corrections from this office has reflected most satisfactorily in an improved standard of work on the part of the pupils.

A new series of lessons at the Grade I level has been compiled, and has been in use since September, 1941. Up to the present time the lessons have been hailed with enthusiasm on the part of both parents and pupils, and a definite improvement in the work of our primary department has resulted.

TABLE 1
REGISTRATION BY GRADES—ELEMENTARY SECTION, 1940

Number of Students:			
Grade I	246	Grade V	65
Grade II	153	Grade VI	56
Grade III	92		
Grade IV	72	Total	684

This registration can be further classified as follows:

Students in North-West Territories	6
Unable to attend school for medical reasons and presenting medical certificates	19
Hospital cases (University Hospital)	35
Pupils in unorganized areas	245
Others	379
Total	684

Intermediate Section.

In September, 1941, the instructional staffs of the Intermediate and High School Section were separated and the work of the staff at the Grades VII, VIII and IX level was organized into a separate section. Mr. Geo. F. Bruce was appointed Assistant Director to be in charge of this section and to assist the Director in the general administration of the Branch.

During the year a number of courses were thoroughly revised, and a start was made on the preparation of a new course in Community Economics, which replaces Elementary Bookkeeping and Junior Business as a Grade IX option.

TABLE 2
REGISTRATION BY GRADES—INTERMEDIATE SECTION, 1940-41

Number of Students:	
Grade VII	47
Grade VIII	72
Grade IX	555
Total	674

TABLE 3
REGISTRATION BY SUBJECTS, GRADE IX, 1940-41

Mathematics	245	English	225
General Science	237	Community Economics	343
Health	226	Art	233
Social Studies	242	Agriculture	467

Grade IX probably represents the most difficult year's work for the correspondence student. In Grades I to VIII inclusive, pupils may take as long as they wish on the work of one grade, and when it is completed may immediately proceed with the work of the next. In Grade IX, however, the year's work must be completed in time to write the Departmental examinations, which come only once a year. In Grades X to XII, although the work must be completed within a definite time limit, the weight of the student's programme may be varied in proportion to his interest, ability, and available time for study. This is not possible in Grade IX where the year's work is completed as a unit.

As correspondence study is intrinsically more difficult than classroom work, a very large number of students taking all or nearly all their work by correspondence have in the past become discouraged and cancelled their registrations. For this reason, during the 1940-41 school year the Branch adopted the policy of requiring that students whose work was not satisfactory, transfer to a two-year programme and not attempt the examinations the first year. By this means it was hoped that many who were unable to achieve sufficient progress to ensure them obtaining satisfactory standings at the end of the year would be encouraged to continue and complete their work in the second year. That this policy is working fairly well is indicated by Table IV below, which indicates that a greater percentage of correspondence students achieved A or B standings on the basis of their examinations and a smaller percentage have dropped out of school than was formerly the case.

TABLE 4
ACHIEVEMENT OF CORRESPONDENCE STUDENTS REGISTERED FOR
SUBSTANTIALLY COMPLETE GRADE IX COURSE, 1940-41

Wrote examinations:					
June, 1940:		%*	N*	June, 1941:	
A	28	25		A	46
B	24	21		B	30
C	22	19		C	17
D	26	23		D	7
		1939-40		1940-41	
Total writing		88		52	
Discontinued		93		86	(as at December 31, 1941)
Continuing on 2-year basis		2		45	(as at December 31, 1941)
Continuing at school				20	(as at December 31, 1941)
Total No. of Students Registered		183		203	
Percentage discontinued		51		42	

*% indicates percentage, N indicates actual number of those writing examinations.

High School Section.

Previous to 1939 the actual instruction of correspondence students was done by the Department's own teachers only up to and including the Grade VIII level. The Department exercised supervision and direction of correspondence education in Grades IX to XII, but the work of instruction was done by private correspondence schools. In that year, however, the Department entered the instructional field in Grade IX, and thus made a start on a plan which will eventually place all correspondence education in Grades I to XII inclusive in the hands of the Department's own teachers. In accordance with this plan, in 1940 the Grade X field was pre-empted and in 1941 the Grade XI field. This expansion naturally resulted in a corresponding increase of staff; and at the end of the year the High School Section included, in addition to the Director,

16 instructors, each holding a valid certificate and University degree, and also 2 part-time instructors.

Throughout the year the preparation and revision of new correspondence courses in the high school subjects was continued. Although most of these were prepared by the instructors regularly employed by the Branch, two were written by outside teachers. In some subjects, courses previously prepared by private schools are still being used, but ultimately these will be replaced by the Branch's own publications.

Registrations for the school year 1940-41 (indicated in Table V) were materially above those for the previous school year, but for 1941-42 it is apparent that there will be no further increase, and probably a slight recession. The ten-fold increase that occurred in correspondence education from 1936-37 to 1940-41 has probably reached the limit of healthy expansion, and will henceforth be only gradual, except for unforeseen circumstances. The slight recession mentioned above is doubtless due to restrictions place on registrations in health, social studies and English. These are the "core subjects," the compulsory subjects in the high school course, and only as a last resort should they be followed otherwise than by classroom instruction. When it becomes necessary for a student to take part of his work in the classroom and part by correspondence, it is the elective subjects that should be taken by the latter method. Therefore, students taking such a divided programme must now take the compulsory subjects at school, and except under special circumstances may no longer take the compulsory subjects by correspondence.

In 1941, for the first time, this Branch began to supplement its printed material by radio lessons. This was done in two fields, French and social studies. In the former a series of semi-weekly broadcasts have been organized especially for French 1 students to give them some familiarity with the spoken language. These radio lessons contain assignments, successful and regular completion of which are a requisite of the course. These broadcasts are prepared by Misses Elizabeth Harvie and Margaret Allan. In social studies a weekly review of current events is presented by Stanley Rands for the benefit of students in the Intermédiate and High School Sections. This programme is presented under the joint auspices of this Branch and the Department's Radio Committee; and is of interest to classroom as well as correspondence students.

TABLE 5
REGISTRATION BY GRADES—HIGH SCHOOL SECTION, 1940-41

Grade	Classroom and Correspondence Programme	Correspondence Programme only	
Grade X	322	210	
Grade XI	223	399	
Grade XII	294	635	
Sub-totals	839	1,344	2,183
Teachers			454
Adults			592
Total			3,229

TABLE 6
REGISTRATION BY SUBJECTS—HIGH SCHOOL SECTION, 1940-41

Grade X:		Social Studies 2	278
English 1	374	Latin 2	156
Social Studies 1	389	French 2	215
Health 1	299	Law	151
Algebra 1	343	Sociology 1	187
Geometry 1	246	Psychology	153
Biology 1	296	Survey of E. Lit.	100
Chemistry 1	226		
Physics 1	253	Grade XII:	
Latin 1	231	English 3	398
French 1	328	Social Studies 3	261
Art 1	244	Algebra 2	187
Mech. Drawing 1	92	Trig. & Anal. Geom.	154
Geology 1	160	Biology 2	282
Bookkeeping 1a	151	Chemistry 2	125
Gen. Math. 1	243	Physics 2	185
Needlework 1	140	Latin 3	85
Grade XI:		French 3	189
English 2	278	Economics	158

Total Registration by Subjects, 7,557.

Administrative Section.

The work of this section cannot be commended too highly, nor its importance overrated. The duties of the Administrative Section include shipping of supplies, sorting, recording, and mailing of lessons, handling both internal and external accounts, stencilling, mimeographing and gathering lessons and other material, preparation of reports on students' progress, preparation of confidential reports for Examinations Branch on students' achievement, filing, assistance to teachers in checking lessons, assistance in students' library, and other duties. Under the capable direction of the Branch Secretary, these tasks were performed smoothly and efficiently.

Staff and Staff Conferences.

At the end of 1941 the regular staff of this Branch was composed as follows:

High School Section.—J. W. Chalmers, M.A., M.Ed., Director; Helen B. Bolton, B.A., Vada I. McMahan, B.Sc., Stanley Rands, M.A., Janet G. Wells, B.Sc., Elsie M. McCall, B.A., Grace B. Adamson, B.A., A.T.C.M., Mrs. Iris M. Werry, B.A., J. I. Sheppy, M.A., W. P. MacIntyre, B.Sc., W. S. MacDonald, B.A., S. W. Hooper, B.Sc., M.A., W. E. Kostash, B.Com., B.Ed., Margaret M. Allan, B.A., Elizabeth E. Harvie, B.A., Helen K. Wood, B.Sc., Elsie L. Simmermon, B.A., M.S., and Jessie N. Moderwell, A.T.C.M., Secretary.

Intermediate Section.—Geo. F. Bruce, B.A., B.Paed., Assistant Director; Ethel C. Hopkins, Ph.B., E. Nancy Thompson, Alice Stevenson, B.A., Malvina Kalancha, B.A., Dorothy L. Pybus and Reta Rix, Secretary.

Elementary Section.—Sadie K. Robinson, Section Director; Ellen M. Price, M. Iris Morris, Verna Broughton, Ruth Lomas.

Administrative Section.—S. E. Kenworthy, Branch Secretary; Christina Cormack, Eleanor Haynes, Jessie Cowles, Suzanne Dame, Marie Skjott, Marjorie Corbett, Gladys Waldie, Margaret Watson, Stenographers; and June Alderdice, Freda Groves, Betty Renaud, Ruby Hoagg, Regina Wilson, D. Faulks, Clerks.

During the year a number of teachers left the Branch. Miss Ruth Bell and Miss Eleanor Alexander of the Elementary Section and Mr. B. E. Walker of the High School Section returned to class-

room teaching in September. At the same time Miss Margaret Ripley of the High School Section left to become married. In May, Mr. David Smith of the same section went to the Y.M.C.A. to do war work with the R.C.A.F.

In September, for the first time, a series of staff conferences were held. These were designed to orient the large number of new teachers to their future work and responsibilities, and to furnish the continuing teachers with an opportunity to re-assess the values and objectives of correspondence education. In one of these conferences, Dr. Newland dealt with A Progressive Philosophy of Education. All other conferences were led by members of the Correspondence School Branch, and dealt with such topics as the organization of the Branch and the Department of Education, aims, purposes, and objectives of correspondence education, general and specific principles and techniques of correspondence instruction, professional growth, and associated topics. Since these September conferences, others have been held on topics of general or particular interest at periodic intervals. Because of the interest and enthusiasm generated at these gatherings, they will no doubt be held at least annually hereafter.

Outside activities of the staff during the year included three picnics and a Christmas banquet and dance, all well attended; and the formation within the staff of a branch of the teachers' professional association.

Correspondence Courses for Men on Active Service.

During the year the Branch completed revision of English courses in Grades IX, X and XI for Canadian Legion War Services, Inc., and supervised correction of lessons in these three subjects. In all, 600 lessons were corrected for 171 men in the army, navy and air force. At the end of December, 543 men were registered with our Branch for these courses. These men were scattered from one end of Canada to the other, on the high seas, and in places such as Newfoundland and British West Indies.

TABLE 7
REGISTRATIONS FOR CANADIAN LEGION ENGLISH COURSES AS AT
DECEMBER 31, 1941

	Grade IX	Grade X	Grade XI	Total
Active	176	80	96	352
Inactive	104	37	50	191
Total	280	117	146	543

Library.

One of the important services of the Intermediate and High School Sections of the Correspondence School Branch is that of its library, which contains authorized texts, teachers' references, books for circulating among students, and pamphlets giving practical, up-to-date material for the different courses.

At the end of the calendar year 1941 there were approximately 1,200 books and 1,000 pamphlets on the shelves. Of the books, about 100 might be considered strictly as teachers' references, while another 100 are being used for literary reference by teachers and students alike.

The teachers' reference books include references in various school subjects, and many of the most recent publications in educational theory and practice.

The books circulated among students cover the following subjects: social sciences, physical and biological sciences, mathematics, business, health, art, needlework, English language and literature.

In September, 1941, the library was catalogued. A modification of the Cutter System was used, as this system has been found to be suited to small libraries and adapted to expansion without reorganization.

Small sections of the library, to date, include much more valuable reference material than others. Among the best are; mathematics, biology, health, general science, social studies and free reading. This situation is partly explained by the fact that the Branch received a splendid donation from the library of Inspector Balfour, especially in the mathematics and science sections. It is also due to the demand for a wide range of supplementary reading necessary in English and social studies. Nearly 400 volumes are available for free reading in the English courses in Grades VII to XI.

The library required the part-time services of one teacher and one stenographer. During the first four months of the school term 1941-42, 550 students were regularly receiving books. The number will increase as the term advances. In midwinter, the average number of books sent out was about 16 per day.

Each student is permitted to use a book for two weeks. He may have two books at a time, but not more than one in a subject. During the first term some students have borrowed as many as from six to ten books. The Department pays the postage on outgoing material, but the students are expected to pay return postage.

Advantages and Disadvantages of Correspondence Education.

That the child who must take correspondence instruction rather than attend a school is under a severe handicap cannot be denied. Lack of face-to-face contacts with the child's own teacher imply consequent lack of guidance, encouragement, inspiration and immediate help, which the classroom teacher alone can give. Lack of face-to-face contacts with fellow-students implies also restricted opportunity for social development or growth of personality and for character development. Lack of vocal-auditory situations limits growth in the spoken language, in foreign languages, and in such subjects as music. In respect to the child's own health, there is no opportunity to participate in group and team games and realize their advantages, or to achieve good posture and muscle control, poise and grace by means of appropriate exercise under the direction of a teacher. Finally, the correspondence student does not have access to many visual aids to learning, such as the blackboard, movies, slides, prepared specimens, collections, demonstration apparatus, etc.

On the other hand, there are many positive values inherent in correspondence education. Were the isolated child who registers for correspondence course to attend school, he would normally attend a rural one-room or two-room school and study under an unspecialized teacher. But each instructor in the Branch is a specialist in his or her own line and all correspondence teachers'

work is that of instruction (personal and individual) rather than examination (impersonal and collective). All the student's exercises are checked by the teacher, not by the student himself or by a fellow student.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(E. L. FULLER)

The war affected substantially the personnel of the Inspection staff in 1941. Two high school inspectors and four divisional superintendents joined His Majesty's Forces. H. E. Balfour, now Major, was given leave of absence from his position as high school inspector for Northern Alberta, and W. E. Frame, now Captain, obtained leave from his duties as high school inspector for Central Alberta. L. B. Yule, superintendent of the Vegreville Division, took up military work with the rank of Captain, and the services of three other Divisional superintendents were temporarily lost through military necessity; Superintendents J. P. White of Pembina and J. L. Gibault of St. Paul joined the R.C.A.F., and Superintendent J. F. Swan of Bonnyville joined the R.A.F. In June, Mr. J. A. Macgregor, Superintendent of the Calgary Division, reached the age of retirement, and Superintendent T. F. Hamilton of St. Mary's River Division resigned to take a position with the Dominion Government. The two vacancies on the high school inspection staff were filled by the promotion of H. C. Sweet of Medicine Hat to Calgary, and H. T. Sparby of Athabasca to Lethbridge. New appointments during the year were Messrs. H. S. Baker, M.A., J. R. S. Hambly, B.Sc., E. C. Miller, B.A., R. Racette, B.A., I. Goresky, M.A., W. E. Hodgson, B.A., and L. W. Kunelius, M.A.

H. S. Baker holds the degree of L.A.B. in Music, baccalaureate degree from Toronto University, and M.A. from Alberta. Prior to his appointment he was on the staff of Stettler High School for three years and of the Lethbridge Collegiate for five years.

J. R. Stanley Hambly is an Alberta University graduate. He taught in rural and village schools for four years, and was subsequently teacher and principal at Fort Saskatchewan.

Edwin C. Miller is a graduate of Queen's University. His experience includes seven years in Saskatchewan rural and village schools. From 1935 to June, 1941, he was principal of the Vegreville High School.

Rosaire Racette, after graduating from Laval University, taught in elementary schools until 1930 when he became vice-principal at Blairmore. Previous to his appointment as superintendent, he was vice-principal at St. Paul.

Isadore Goresky received the degree B.A. from Manitoba University and M.A. from Alberta. He taught first in Manitoba schools, later in Smoky Lake and the City of Edmonton. While teaching he served for several years as M.L.A. for Whitford constituency.

William E. Hodgson is a native of Cumberland, England. He received his education in Alberta and was graduated from Alberta

University. His teaching experience covers 14 years in Alberta schools, mainly at Olds and the City of Calgary.

Leo W. Kunelius graduated from Alberta University with the degrees of B.Sc. and M.A. He has had three years' experience in rural schools and six years in high schools. Immediately previous to his appointment as Divisional superintendent, he was principal at Willingdon.

ORGANIZATION OF INSPECTION STAFF

The elementary and intermediate school inspectors are responsible for the supervision of instruction in Grades I to VIII. Grade IX comes within their jurisdiction only in those schools where it forms a part of the intermediate rather than of the high school organization. Each inspector also acts in the capacity of superintendent of a Division, and of the 44 who have this dual role of superintendent and inspector, four are in charge of two Divisions each.

The three high school inspectors visit only those schools offering instruction exclusively in grades above the eighth.

The table below shows the present allocation of the staff, together with the assignment of schools to each official:

Inspection of Elementary and Intermediate Schools.

INSPECTORS OF ELEMENTARY AND INTERMEDIATE SCHOOLS

Inspector and School Division	No. of Districts	No. of Rooms in Operation
J. D. Aikenhead, M.A., Macleod No. 28	70	80
H. S. Baker, M.A., Foremost No. 3	141	79
C. C. Bremner, M.A., Drumheller No. 30	96	149
X. P. Crispo, M.A., Olds No. 31	96	115
A. B. Evenson, B.Sc., St. Mary's River No. 2	62	106
A. R. Gibson, M.A., B.Paed., Lamont No. 18	60	111
J. W. Gilles, M.A., Peace River No. 10	116	117
L. Good, B.Sc., Foothills No. 38	82	93
I. Goresky, M.A., Neutral Hills No. 16	83	56
J. R. S. Hambly, B.Sc., Acadia No. 8	103	55
F. Hanochohko, B.A., Two Hills No. 21	72	103
W. E. Hay, B.Paed., Stettler No. 26	90	108
W. E. Hodgson, B.A., Athabasca No. 42	111	127
G. F. Hollinshead, B.Sc., Stony Plain No. 23	78	93
C. B. Johnson, B.Sc., Grande Prairie No. 14	115	129
W. S. Korek, B.A., Berry Creek No. 1, Sullivan Lake No. 9	102	70
H. A. Kostash, B.A., Smoky Lake No. 39	79	123
L. W. Kunelius, M.A., B.Sc., Taber No. 6	71	58
C. M. Lavery, B.A., Vermilion No. 25	102	106
J. J. LeBlanc, B.A., Clover Bar No. 13	81	119
R. H. Liggett, Castor No. 27	86	80
R. V. McCullough, A.B., Bow Valley No. 43, E.I.D. No. 44	94	97
E. G. McDonald, B.A., Lac Ste Anne No. 11	79	89
H. A. Macgregor, M.Sc., Cypress No. 4, Tilley East No. 5	125	160
J. H. McLean, M.A., Holden No. 17	80	92
M. MacLeod, M.A., Wheatland No. 40	91	90
E. C. Miller, B.A., Provost No. 33	77	64
R. Racette, B.A., St. Paul No. 45	67	92
R. E. Rees, B.A., Edson No. 12	60	87
A. W. Reeves, M.A., Pincher Creek No. 29	47	88
C. H. Robinson, M.A., Camrose No. 20	79	105
H. R. Ross, B.Sc., Rocky Mountain No. 15	79	101
J. Scofield, B.A., Wetaskiwin No. 36	103	125
R. J. Scott, B.A., Sturgeon No. 24	90	119
E. C. Stehelin, B.A., McLennan No. 47, Spirit River No. 48	87	116
J. F. Swan, B.A., Bonnyville No. 46	64	78
L. A. Thurber, B.Sc., Red Deer No. 35	90	130
L. A. Walker, B.A., Ponoka No. 34	80	91
R. Warren, B.A., Killam No. 22	81	94
J. F. Watkin, M.A., Wainwright No. 32	75	79
E. W. White, B.A., Vegreville No. 19	73	95
J. P. White, B.Sc., Pembina No. 37	96	120
O. Williams, B.A., Lethbridge No. 7	89	166
G. L. Wilson, B.Sc., Calgary No. 41	87	113
Total	3,789	4,468

INSPECTORS OF HIGH SCHOOLS

Northern Alberta—D. M. Sullivan, M.A., Edmonton.

Central Alberta—H. C. Sweet, B.A., Calgary.

Southern Alberta—H. T. Sparby, M.A., Lethbridge.

Inspection of Elementary and Intermediate Schools.

The following tables compiled from statistics supplied by the inspectors summarize the work accomplished during the year 1941:

TABLE OF MILEAGE

	Total	Average days
(a) Rail, Bus or Air	31,999	727.25
(b) Road	406,823	9,245.98
Total	438,822	9,973.23

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS
IN DIFFERENT TYPES OF DUTIES

	Total days	Average days
Inspection and Supervision:		
(a) Schools in Division	2,625.5	59.67
(b) Schools in Inspectorate but not in Division	573	13.02
(c) Schools not in Inspectorate	6.5	.15
(d) Indian Schools	15.5	.35
(e) Private Schools	11	.25
Total supervision	3,231.5	73.44
Investigations or administrative work:		
(a) Districts in Division	2,390.5	54.33
(b) Districts not in Division	260.5	5.92
Official Trustee duties	260.5	5.92
Attendance Work	154.5	3.51
Examination Work for Department	128	2.91
Teaching in Summer School	145	3.30
Special work for Department	364.75	8.29
Reports and Correspondence	3,224	73.27
Divisional Board Meetings	645.5	14.67
Conventions, Schools Fairs, Festivals, etc.	534.75	12.15
Total	11,339.50	257.71

STATISTICAL REPORT OF ALL INSPECTORATES FOR THE YEAR ENDING
DECEMBER 31, 1941

DISTRICTS, ROOMS AND OPERATION

1. Total No. of Districts:		
(a) In Divisions, 3,382; (b) Not in Divisions, 407. Total		3,789
2. Total No. of Districts in which local school was operated:		
In Divisions, 2,822; Not in Divisions, 392. Total		3,214
3. Total No. of operating rooms:		
(a) In Divisions, 3,267; (b) Not in Divisions, 1,201. Total		4,468
4. Total No. of Schools:	(a) In Divisions	(b) Not in Divisions
One room	2,433	155
Two rooms	290	49
Three rooms	52	48
Four rooms	20	45
More than four rooms	22	101
Total	2,817	398

This return does not include the cities of Calgary and Edmonton.

INSPECTION AND SUPERVISION

5. Number of rooms the work of which was inspected or supervised during the year and reports submitted to Department:	(a) In Divisions	(b) Not in Divisions	Total
Once	1,597	819	2,416
Twice	1,926	89	2,015
Three times	217	7	224
Four times	27	1	28
More than four times	6	1	7
6. Number of rooms the work of which was not inspected or supervised during the year:			
(a) In Divisions, 251; (b) Not in Divisions, 230. Total			481

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED
IN REPORTS OF INSPECTORS

Information received from the 47 inspectors regarding educational conditions and progress in their respective areas has been consolidated. As summarized, the information covers the following main headings:

- A—General Conditions, Tax Collection, Special Grants.
- B—Teacher Supply, Operation of Schools, Salaries.
- C—School Accommodation and Organization, the Divisions.
- D—Inspection and Supervision, Quality of Elementary and Intermediate Instruction.
- E—High School Instruction.
- F—School Fairs, Fall Conventions, Teachers' Institutes, Musical Festivals, Sports' Days.
- G—Suggestions and Recommendations.

A.—General Conditions, Tax Collections, Special Grants

I.—General Conditions.

Early crop prospects were favourable in 1941, but the hot and dry period in the latter part of June and in July lowered the yield materially. Rains fell in late August and continued with little interruption until mid-October, completely disorganizing harvesting operations. This was especially true in the far north, where there still remains a good deal of grain unthreshed, some in stacks, some in stooks and some actually uncut. The dry farms along the Bassano-Empress branch harvested from four to 20 bushels of wheat to the acre, Provost from three to five; throughout Acadia Division yields were not over five to 11 bushels, and around Vegreville seven to 15 bushels. Wainwright had an average yield of five bushels as compared with 16 bushels over a 15-year period. The average in Two Hills was about 14 bushels, in High River 17 bushels. Areas that continued to yield crops only slightly below average were Red Deer, Stony Plain, Cardston, Grande Prairie. Some damage from hail was reported from Macleod, Wheatland, Drumheller, Olds, Camrose, Killam, Wainwright, St. Paul, Two Hills, Lac Ste. Anne and Grande Prairie. Sawfly infestation in late standing crops was reported from Wainwright.

The wheat reduction plan resulted in more summer fallow than usual and a noticeable swing in the irrigated areas to diversified farming, including the production of flax, alfalfa seed, peas and some soybeans. The beet crop continued to be highly remunerative. Cattle and sheep men enjoyed a successful year. The steady demand for bacon at a profitable price has encouraged farmers to expand their hog raising activities and so market their grain through feeding operations.

Several factors compensated for the decreased return from the wheat crop. A not inconsiderable sum was realized in the frontier areas of Athabasca, Peace River, McLennan, Spirit River and Grande Prairie from the sale of rabbit skins, the price of which opened at 15 cents and did not fall below five cents per pelt. The summer fallow and wheat acreage bonuses of the Federal Govern-

ment were, throughout the Province as a whole, of incalculable benefit. Lumbering, fishing and fur farming all flourished. Though poverty exists in new settlements with small acreage under cultivation, the financial outlook has improved, and relief has become a thing of the past. The mild weather and light snowfall of November and December have made the feed situation favourable; hence, though revenues from wheat are definitely down, the economic situation is about as good as it was last year, which was a good year.

II.—Collection of School Taxes.

Collecting authorities report a change in the attitude of rate-payers, most of whom now face taxes as a necessary outlay to be allowed for in every year's budget. Very few Divisions report collections to be lower than usual. Even in the Special Areas, where taxes are collected by the Department of Lands and Mines on a one-sixth crop basis, collections are very good. The widespread improvement in collections is closely associated with aid from the wheat acreage bonus, the Prairie Farm Assistance Act, and the cost of living bonus to farmers, which bring in a steady source of income sufficient to meet living needs as well as current tax obligations.

III.—Special Assistance in Aid of Education.

Special grants were again made in 1941 to School Divisions included wholly or partly in the drought-stricken regions known as the Special Areas. The Divisions which were so aided were: Neutral Hills, Sullivan Lake, Berry Creek, Acadia, Tilley East, Cypress and Taber. Assistance was given under Section 27 of The School Grants Act to a number of financially weak Divisions with large arrears of teachers' salaries incurred in pre-Division days. School Divisions which received this special assistance were: Two Hills, Athabasca, Stony Plain, Grande Prairie, Smoky Lake, Castor, St. Paul, Edson, Spirit River, McLennan and Ponoka. Special grants were paid to the following Divisions to assist in keeping the requisitions within a reasonable limit: Foremost, Peace River, Athabasca, Stony Plain, Grande Prairie, Smoky Lake, Pembina, E.I.D., Lac Ste. Anne, St. Paul, Edson, Spirit River, McLennan and Rocky Mountain. Certain small schools in the pioneer areas of Peace River, Athabasca, Grande Prairie, McLennan, and Wetaskiwin Divisions were given assistance, on a dollar for dollar or other appropriate ratio, depending on their success in making cash collections, to be applied towards payment of salary arrears.

A special grant of \$150.00 was made to each newly organized school district which erected its first school by voluntary labour.

B.—Teacher Supply, Operation of Schools, Salaries

I.—Teacher Supply.

The war made heavy inroads on the supply of qualified teachers in 1941. The various branches of the armed forces, the auxiliary corps, defence and munitions and their allied industries, Y.M.C.A. and other welfare organizations, and activities directly or indirectly concerned with the war, all offered inducements to men and women to leave the teaching profession; hence, the teacher turnover in midsummer 1941 was unprecedentedly high. From the Lethbridge

Division 16 teachers, including one woman, took up military duties. In Olds Division during the spring term of 1941 there were 33 men and 70 women on the staff; in the fall term 20 men and 83 women. Ten teachers from Smoky Lake Division joined the armed forces; eight from Clover Bar; five from Castor. All but one of the unmarried male teachers in the Edson Division enlisted. In Camrose Division, 18 men were granted leave of absence in order to join various branches of the service, while Red Deer now has only one male teacher eligible for military service. Four were granted leave of absence in Killam Division and three others are on call. A number of women have made application to the Canadian Women's Auxiliary Corps, though few have as yet been called. The following paragraph from the salary schedule of the Stony Plain Division is typical of the attitude of School Boards to enlistment: "War Service Clause.—Positions shall be reserved for all teachers leaving to engage in war service, subject to their resuming their teaching positions at the beginning of the school year following demobilization, and their increments shall be accredited to them and their Retirement Fund shall be kept up for them."

II.—Operation of Schools.

To meet the shortage, many former teachers, including some whose certificates had lapsed, were pressed into service; teachers with lapsed certificates were urged to take refresher courses at summer school. The Foremost Divisional Board employed 10 married women, Drumheller engaged 15 married women, and Camrose 13. Of the 67 teachers in the Wainwright Division, 22 are married women; there are nine in the Lethbridge Division. An acute shortage of bilingual teachers has compelled the Sturgeon Division to employ two temporary teachers who are not qualified to give instruction in the French language. In October, after all other means of staffing the schools had failed, the policy was initiated of sending out upwards of 60 Normal School trainees for periods of approximately three months. Thus nearly all schools were in operation throughout 1941, and all, with the exception of a comparatively small number, were under qualified teachers.

III.—Salaries.

The adoption of legislation providing that all school boards must negotiate salary schedules, and the energetic programme of salary revision carried out by the central executive and the locals of the A.T.A. have been factors influencing the continued upward trend of teachers' salaries. The definite shortage in the teacher supply has stimulated competition between school boards to secure new teachers and retain those already in their employ. The general public is beginning to realize more and more the necessity for improving the teachers' security of tenure and the desirability of attracting properly qualified and trained young people into an important profession. Finally, the higher cost of living resulting from the war has tended to raise salaries generally.

The problem of salary arrears has been largely solved through systematic annual reduction of the outstanding amounts. Current salaries, generally speaking, are now paid promptly and in full.

*C.—School Accommodation and Organization: The Divisions.**I.—New Schools.*

Returns from inspectors show that in most of the Divisions an aggressive policy of building construction and repairs was carried out in 1941. In the Special Areas extensive building programmes will be unnecessary for years to come, in as much as people have moved away, leaving vacant but serviceable schools. As the need arises, in these Special Areas such schools are moved to effect replacements. One Divisional Board, feeling that accommodation is now reasonably satisfactory, has resolved to make no further capital expenditures for the duration of the war. In all the Divisions, during 1941, 48 one-room schools were built, and additional rooms were added to seven schools. Twelve two-room schools were erected, two four-room schools, and two five-room schools. Of the new schools, six replaced structures destroyed by fire. Thirty-six are of frame construction and 16 of frame and stucco; 18 are of frame and insul-brick and one of brick veneer. Outside of the Divisions, three one-room buildings were constructed, additions were made to three schools, and three two-room schools were erected. One of the new schools replaced a building destroyed by fire. Six were of frame construction, two of frame and stucco, and one of brick and tile.

It is now the rule rather than the exception to provide full basements and to make the new edifices completely modern with respect to light, heat, ventilation and sanitation. The new Poplar Creek one-room school in the Olds Division, for example, is a modern stucco building with hardwood floors. It has a central heating system and a large basement with oversize windows to accommodate Shop and Home Economics rooms. The Peace River Divisional Board, in an attempt to determine the relative merits and costs of various types of exterior finishes, completed two schools in stucco, two in insul-brick and one with siding and paint. The E.I.D. Division bought from neighboring Divisions four unused schools, moved them, placed them on surface foundations and thoroughly repaired and redecorated them outside and inside. In lieu of new buildings, seven schools in the Cypress and Tilley East Divisions were re-located and re-conditioned.

Sturgeon Division now has three modern two-room schools of insul-brick construction, with up-to-date heating and ventilating systems, suitable science and work-rooms, and septic toilets. Each of the above two-room schools is centrally located to serve two districts, and each replaces two worn-out one-room schools. The McLennan and Spirit River Divisional Boards have established this year a systematic programme of repairs and renovations. Native lumber is used with the exception of shingles, frames and doors; the insides of these schools are covered with suitable lining and are calsomined, the outsides being drop-sided and painted. Four-section cupboards have been constructed, hardware replaced, and miscellaneous repairs effected. New teacherages have been erected in various parts of the Province, and a number of old ones have been enlarged and remodelled. Rents from teacherages in St. Paul Division are earmarked for the improvement of existing teacherages or for the erection of new ones. Other new buildings include school barns, dormitories, divisional offices and warehouses.

II.—School Divisions.

The first 11 School Divisions in the following table have been functioning since January, 1937; those numbered 12 to 22 have operated since January, 1938; Divisions numbered 23 to 44 came into being in 1939, and numbers 45 and 46 in 1940. Divisions 47 and 48 were set up in 1941, and will commence operating in January, 1942.

The following table gives the names and numbers of School Divisions in Alberta in 1941, with the names and addresses of their secretary-treasurers and superintendents:

ALBERTA SCHOOL DIVISIONS, 1941			
No.	Name.	Secretary-Treasurer and Address	Superintendent and Address
1.	Berry Creek	J. A. Lukey, Sunnynook	W. S. Korek, B.Sc., Hanna.
2.	St. Mary's River	S. Hesketh, Cardston	A. B. Evenson, B.Sc., Cardston.
3.	Foremost	D. Terriff, Foremost	H. S. Baker, M.A., Foremost.
4.	Cypress	F. G. McLaughlin, Medicine Hat	H. A. Macgregor, B.Sc., Medicine Hat.
5.	Tilley East	F. G. McLaughlin, Medicine Hat	H. A. Macgregor, B.Sc., Medicine Hat.
6.	Taber	H. J. Hart, Taber	L. W. Kunelius, M.A., B.Sc., Taber.
7.	Lethbridge	R. M. Glover, Lethbridge	O. Williams, B.A., 532 15th St. S., Lethbridge.
8.	Acadia	C. G. Peterson, Oyen	J. R. S. Hambly, B.Sc., Oyen.
9.	Sullivan Lake	H. K. Fielding, Hanna	W. S. Korek, B.Sc., Hanna
10.	Peace River	R. B. Manly, Peace River	J. W. Gillies, M.A., Peace River.
11.	Lac Ste. Anne	F. W. Wiggins, Sangudo	E. G. McDonald, B.A., Sangudo.
12.	Edson	Claude Clark, Edson	R. E. Rees, B.A., Edson.
13.	Clover Bar	Chas. Bowker, 10076 100th St., Edmonton	J. J. LeBlanc, B.A., 10713 98th Ave., Edmonton.
14.	Grande Prairie	G. R. Patterson, Grande Prairie	C. B. Johnson, B.Sc., Grande Prairie.
15.	Rocky Mountain	J. Stronach, Rocky Mtn. House	H. R. Ross, B.Sc., Rocky Mountain House.
16.	Neutral Hills	C. G. Stillings, Consort	I. Goresky, M.A., Consort.
17.	Holden	V. J. Reay, Holden	J. H. McLean, M.A., Holden.
18.	Lamont	M. Woycenko, Lamont	A. R. Gibson, M.A., Lamont.
19.	Vegreville	D. W. Kennedy, Vegreville	E. W. White, B.A., Vegreville.
20.	Camrose	A. G. Lewis, Camrose	C. H. Robinson, M.A., Camrose.
21.	Two Hills	E. L. Boida, Two Hills	F. Hannochko, B.A., Two Hills.
22.	Killam	H. T. H. Roberts, Killam	R. E. Warren, B.A., Killam.
23.	Stony Plain	W. T. Begg, Stony Plain	G. F. Hollinshead, B.Sc., 10132 142nd St., Edmonton.
24.	Sturgeon	E. Meadon, 37 Gariepy Block, Edmonton	R. J. Scott, B.A., 12052 93rd St., Edmonton.
25.	Vermilion	J. R. Robson, Vermilion	C. M. Lavery, B.A., Vermilion.
26.	Stettler	Miss M. Fetherstonhaugh, Stettler	W. E. Hay, B.Paed., Stettler.
27.	Castor	A. B. Wetter, Castor	R. H. Liggett, B.A., Coronation.
28.	Macleod	Gordon Blair, Granum	J. D. Aikenhead, M.A., Macleod.
29.	Pincher Creek	Miss J. G. Fraser, Pincher Creek	A. W. Reeves, M.A., Pincher Creek.
30.	Drumheller	Harry A. Evans, Drumheller	C. C. Bremner, M.A., Drumheller.
31.	Olds	S. Gilson, Didsbury	X. P. Crispo, M.A., Olds.
32.	Wainwright	D. H. Currie, Wainwright	J. F. Watkin, M.A., Wainwright.
33.	Provost	J. H. Cochran, Hughenden	E. C. Miller, B.A., Provost.
34.	Ponoka	Deforest Nelson, Ponoka	L. A. Walker, B.A., Ponoka.
35.	Red Deer	R. C. Ives, Red Deer	L. A. Thurber, B.Sc., Red Deer.
36.	Wetaskiwin	T. Appelt, Wetaskiwin	J. Scoffield, B.A., Wetaskiwin.
37.	Pembina	G. B. Pierce, Westlock	Jas. P. White, B.Sc., Westlock.
38.	Foothills	J. W. Donald, High River	L. Good, B.Sc., Okotoks.
39.	Smoky Lake	S. Antoniuk, Smoky Lake	H. A. Kostash, B.A., Smoky Lake.
40.	Wheatland	H. C. Willson, Strathmore	M. MacLeod, M.A., Strathmore.
41.	Calgary	F. R. McVeigh, 506 Burns Bldg., Calgary	G. L. Wilson, B.Sc., 3026 Glencoe Road, Calgary.
42.	Athabasca	J. A. MacIntyre, Colinton	W. E. Hodgson, B.A., Athabasca.
43.	Bow Valley	G. E. Smith, Bassano	R. V. McCullough, A.B., Bassano.
44.	E.I.D.	G. E. Smith, Bassano	R. V. McCullough, A.B., Bassano.
45.	St. Paul	C. M. Seller, St. Paul	R. Racette, B.A., St. Paul.
46.	Bonnyville	J. B. Laporte, Bonnyville	J. F. Swan, B.A., Bonnyville.
47.	Spirit River	John Paul, Spirit River	E. S. Stehelin, B.A., McLennan.
48.	McLennan	L. R. Kvlttem, McLennan	E. S. Stehelin, B.A., McLennan.

The accompanying map shows the area covered by each of the 48 Divisions.

The total number of school districts in the Province, including units in Consolidation, is 3,905.

There are 3,448 school districts included in Divisions and 457 outside of Divisions. The Consolidated schools embrace 150 districts, while town and village districts total 230.

III.—Methods of Financing Capital Expenditures in Divisions.

All the Divisions have undertaken to clear off overdue debenture indebtedness, arrears of teachers' salaries and other liabilities. For a number of years before the formation of the Divisions the erection and replacement of schools and the purchase of equipment had not kept pace with requirements, hence a well-considered programme of construction and repairs was long overdue. Capital expenditures in 1941 were met entirely from current revenue in 23 Divisions.

In the Olds Division an extra rate of one-half mill is earmarked for building purposes; repairs and renovation are met from current revenue, but schools of two or more rooms are paid for through debentures. The sum allocated for building is equal to a rate of two mills in the Two Hills Division, one mill in St. Mary's River and in Clover Bar. A proposed one mill rate for building purposes in the Wetaskiwin Division is still under consideration. To avoid adding to the debenture load, which is already sufficiently heavy, the Red Deer Division floats short term bank loans, with repayments made out of current revenue. In Lethbridge Division a building programme of \$50,000 in 1941 was financed as follows: A levy of two mills took care of half the amount and the rest was raised by a two-year bank loan and some private loans. In the Calgary Division the local school boards are encouraged to vote their cash surplus for recommended changes in the school plants; basements and basement heating plants are approved only when the local district makes a specified contribution in labour or in funds. Six Divisions had recourse to debentures for part of their building funds in 1941. Other methods adopted included short term loans of three or four years from the local bank or from private individuals, and the utilization of some funds annually from current revenue. In one or two Divisions voluntary labour was gladly accepted.

IV.—Progress in the School Divisions.

(1)—School Dormitories.

With the inception of the Divisions, dormitories came into being in all parts of the Province except the extreme south and the extreme north. In the south, the dry roads and the open winters make van service a good solution to the transportation problem, while in the far north neither the use of vans nor the dormitory is feasible. There were 2 dormitories operating in 1941 in the following Divisions: Tilley East, Bow Valley, E.I.D., Wheatland, Berry Creek, Sullivan Lake, Drumheller, Olds, Neutral Hills, Holden, Red Deer, Ponoka, Clover Bar, Lac Ste. Anne, Vermilion, Pembina, and Stony Plain. A total of 248 boys and 345 girls received their education in this manner, under excellent supervision and at low cost. The largest dormitory, with 80 students, is at Red Deer; the smallest, at Forks near Bindloss, has four students in the winter months only. The Drumheller dormitory cost \$20,000.00, has a capacity of 70, and a staff of three, viz., two supervisors and a cook. Sangudo dormitory houses 18 girls and 15 boys. The cost of

dormitories varies, depending on location and the type of service attempted, with none above \$12.00 a month for Divisional students, and one as low as \$6.00 a month for board and lodging; the average is about \$10.00 or \$11.00. Most of the dormitories accept farm produce as part payment of monthly expenses.

(2) When children are more than three or three and one-half miles from the nearest school, many of the Divisions pay a conveyance allowance of five cents a mile both ways from house gate to school gate on a per pupil basis for each day of attendance. Some Divisions restrict the conveyance allowance to the Elementary and Intermediate grades, but two or three include high school students as well. Some Divisions scale the rate of pay to the individual case, depending on the distance from school and the difficulty of reaching it, but few pay more than \$1.00 a day per family.

(5) *Tuition and Correspondence Fees.*

Although the Divisional Boards are not legally responsible for the provision of Grade XII instruction or the payment of fees for Grade XII when this grade is not taught in the local school, nevertheless most of the Divisions pay tuition fees up to \$40.00 a year for Grade XII when it is necessary to send students to selected high school centres. Clover Bar will pay as much as \$50.00, if necessary, to a high school having at least two teachers with University degrees, providing that the school offers Shop courses. The McLennan Divisional Board pays fees to a maximum of \$30.00 the first year, but declines to pay for subjects which a student has already tried and in which he has failed.

Practically every Division pays for correspondence courses for some of its students. The total cost for this service in the Olds Division last year was \$3,871.00. Acadia paid \$1,860.00 for 83 students. Stony Plain and Edson Divisions exact from the student a deposit of one-third of the cost of correspondence courses, and this is returned if the student is successful. Berry Creek Division pays the cost of all correspondence courses in grades up to and including XI, and half the cost of Grade XII courses. Clover Bar refunds the fee if the students obtains a standing of A or B.

(4)—*Maintenance and Repair of School Property.*

Budget allowances for maintenance and repair vary from about \$25.00 to \$100.00 per room, the boards reserving the right to spend the money where it is most needed, but leaving the general supervision and expenditure in each sub-division to the sub-divisional trustee concerned. Some Divisions have in their employ a competent carpenter on a full-time salary and mileage basis; in winter this artisan makes tables, chairs, cupboards, easels, desks, and book-cases. McLennan Division has a repair crew of four men. Rocky Mountain House and Red Deer Divisions expend \$1,000.00 annually per sub-division. The Divisional Boards usually visit all schools in June to take account of needed repairs and alterations.

(5) *Health Service.*

Full-time Health Units are in operation at Lamont, Stettler, High River, Two Hills, Stony Plain, Clover Bar, Holden, Red Deer and Sturgeon, carrying out a systematic programme of preventive medicine. The staff of the Clover Bar Health Unit consists of a doctor,

two nurses and a secretary-technician, and later a sanitary inspector will be added. The yearly cost of maintaining this service for the schools of the Division is \$11,000.00, half of which is assumed by the School Division and half by the Department of Health. Translated into terms of taxation, the cost to the parents is the equivalent of half a mill on the assessment and, on the average, it increases the taxes on a quarter section by \$1.50. Castor and Camrose Divisions provide children with cod liver oil capsules. Sturgeon Division last year immunized 2,416 children against Diphtheria, 2,472 against Scarlet Fever, and 1,739 against Smallpox. A complete physical examination was given to 2,353, and 274 adults were examined at adult clinics. In many other areas the services of district nurses are utilized at no cost other than that of transportation; serum and toxin are free.

(6) *Free Supplies.*

Practically all Divisions furnish routine supplies free; items so provided are newsprint, colored construction paper, foolscap, manilla tag, scissors, paste, ink, thumb tacks, plasticine, building paper. The following Divisions provide exercise books and texts at cost: Foremost, Lamont, Foothills, Neutral Hills, Two Hills, Athabasca, Stony Plain, Grande Prairie, Berry Creek, Sullivan Lake, Pincher Creek, Pembina, Smoky Lake. All supplies are free in the following Divisions: Stettler, Vermilion, Wheatland, Calgary, Red Deer, Killam, Vegreville, Lethbridge. Deliveries are usually made to the school on the opening day, and the teacher is responsible for their distribution throughout the year.

(7) *School Libraries.*

Basic libraries were already established in most of the Divisions by 1941, and sums varying from \$3.00 to \$30.00 per operating room are expended annually for additions to these permanent libraries. Rocky Mountain Division has expended \$10,000.00 on libraries since the Division was established. Circulating library systems were in operation in more than half of the Divisions in 1941; the books are changed three or four times during the year, and are called in to the Divisional office where they are checked over and repaired in the summer vacation.

D.—INSPECTION AND SUPERVISION

I.—Statistics.

(a) The following table summarizes the inspections or supervisory visits on which reports have been submitted to the Department:

Number of inspections or supervisory visits in the Divisions	4,734
Number of inspections in schools in the Inspectorate, but not in the Divisions	1,019
Number of inspections outside of the local Inspectorates	39
Total	5,792

(b) The following table indicates the extent to which instruction in Grades IX, X and XI has been authorized in the one-room schools of the Province for the December term.

Number of one-room schools in Alberta offering instruction in Grades IX, X and XI:	
Grade IX	1,210
Grade X	64
Grade XI	27

The total number of one-room schools offering instruction in Grades IX, X and XI (certain schools have more than one advanced grade) is 1,219.

II.—Quality of Instruction in the Elementary Grades.

The elementary grades comprise Divisions I and II. Division I consists of Grades I, II, III; Division II includes Grades IV, V, VI. The following brief statements summarize the findings of the inspectors on the character of the instruction in our schools:

(1) Development of teachers in ability to realize the aims of the present Course of Study.

It can be said quite fairly that at no time have teachers given more thought to the questions of aims in a democratic school system; but it may be said just as fairly that this question has brought with it conflicts which the teachers find quite difficult to resolve. These conflicts derive from two sources; in the first place the school traditions under which the teachers themselves were educated are deeply rooted, and in the second place from a sketchy and desultory type of reading the spectacular or bizarre sometimes makes the greatest impression. Much ingenuity is evident in the handling of enterprises of activities, particularly in the improvisation of supplies and materials. What is often lacking, however, is a clear understanding of the principle of progressive orientation. Consequently enterprises are not always chosen or planned with sufficient regard for educational dividends, nor are they carried out with sufficient flexibility; teachers, in fact, tend to cling to stereotyped forms rather than to plan and direct originally on the basis of natural curiosity and reasonable inclinations. Social and emotional aims, in the realization of which the personality and disposition of the teacher play an especially large part, do not appear to be reaching the objectives indicated for them. The developing of skills and the imparting of information, on the other hand, proceed with fair success, although frequently without adequate motivation. The unduly large change in personnel in the rural school staffs has injected into the profession large groups of teachers unfamiliar with, if not actually unsympathetic towards, the aims of the present Course of Study.

(2) Effect of the integrated programme on teaching procedures and techniques.

The major effect of the integrated programme on teaching procedures and techniques has, of course, been to render them less formal. The integrated programme when functioning effectively provides the pupils with a much wider and more interesting scope of experiences. Some teachers use the project or the enterprise for Division II merely as a form of employment for boys and girls who naturally like to be busy doing things, manufacturing, constructing and experimenting. There is still a tendency on the part of many teachers to define activity in terms of bodily movements. This tendency when carried over into a skill subject such as Arithmetic results in a far more movement, visiting and consultation than is necessary in a period devoted to a mental activity. Probably the

new Workshop Courses will tend to clarify this problem in the minds of the teachers.

(3) *Appraisal of the teaching and the results, by subjects.*

(a) **READING AND LITERATURE.**—Results continue to show a wide variation, and a considerable percentage of beginners do not complete Book I during the first year. The use of several easy pre-primers might solve some problems for teachers in non-English communities. Gradual increase in size and variety of school libraries tends to free the teaching from the limitations of the prescribed text and thus the element of enjoyment in Reading plays a progressively more important role. Reading suffers from insufficient emphasis on the phrasal concept, particularly in Division I where many word-readers have developed. Insufficient guidance is being given to the matter of appreciation. Oral reading deserves more attention.

(b) **LANGUAGE.**—Possibilities for language improvement are inherent in the increased emphasis on student activities. Teachers must develop a talent for detecting speech errors and for devising remedial methods. In foreign communities language must be taught as a skill subject. Speech-training takes on a new significance when methods are devised to eradicate the tell-tale foreign accent.

(c) **ARITHMETIC.**—This can be made a human-interest subject and can be interestingly correlated with language and use of English in problem solving. Simplification of the programme by the elimination of useless material has not as yet had any very noticeable effect on improving the pupils' acquisition of habits of accuracy, and in their training of processes for readiness in performance of operations. The cultivations of intelligence, insight, and resourcefulness for thinking show slight improvement.

(d) **PHYSICAL EDUCATION.**—More attention might reasonably be given to the organization of activities contributing to good posture and muscular co-ordination. To a greater extent artistry and finesse of movement should be striven for, rather than the mere expenditure of energy. In the fall and spring teachers are now focussing attention less on the outmoded arm and leg exercises and more on group games.

(e) **ART** is less formal than formerly, and the subject is more generally approached through the integrated programme, with the result that Art becomes a part of home and school environment. Free drawing at the appropriate level, and creative art are receiving more recognition as forms of expression natural to child life.

(f) **MUSIC** has been for years the darkest spot in the educational picture. In the 46 rural schools of the Macleod Division there are now 46 pianos, 11 radios, and 13 gramophones with records. The Olds Divisional Board placed 30 radios in the schools in 1941, and 10 others owned by teachers are serviced by the board. Most of the Ukrainian teachers in the Province have considerable facility in the use of instruments; in Lamont Division 12 schools have school orchestras. Rhythm bands are popular in the Peace River Division, and in 1942 will receive recognition in the syllabi of several of the musical festivals of that area. Not one school in the Red Deer Division is without a piano or a radio, and some have both; the Division owns 67 pianos and 45 radios. In the Killam Division 44

schools are equipped with pianos. A travelling music teacher is employed; she visits each school once in three and one-half weeks, plans monthly outlines for the school and provides in-service training for teachers, who are thereby given opportunities to observe and consult.

(g) **THE INTEGRATED PROGRAMME.**—Libraries are not yet adequate for the full realization of the educational opportunities offered through the integrated programme. Teachers in general are realizing that the means are largely determined by the ends, that the integrated programme involves a different conception not only of the organization of material, but also of method. Unless the teacher takes time to plan carefully, the activities tend to lean too heavily in the direction of Art or manipulative procedures.

(h) **HEALTH AND SCIENCE** tend to be neglected unless the teacher is prepared to guide activities into these channels. Actual child-life situations are still not used to the best advantage, and the social, cultural and civic possibilities are not being realized to a sufficient degree.

III.—Quality of Instruction in the Intermediate Grades.

(1) Qualifications of Teachers.

The advent of the Elementary and Intermediate school certificate and the opportunity now provided in Normal Schools for handling the options have combined to improve the qualifications of teachers for these grades. Recent graduates display noticeably better academic equipment and greater resourcefulness for the teaching of Grades VII, VIII and IX than those who formerly obtained the Second Class certificate. This year there was a slight shortage of teachers with full qualifications for Grade IX since the demands of the war services have called more heavily upon this group than upon those in charge of lower grades.

(2) The use of correspondence courses in Grade IX.

Many students at the Grade IX level have insufficient maturity to organize and budget their time to the best advantage, and many who are attempting the correspondence courses have been inadequately prepared in Grades VII and VIII. If such students transfer during the year to the two-year plan they may lose interest. It is vitally important that the teacher or other vitally interested party supervise the pupil's work to the extent of encouraging him to labour faithfully and systematically with his assignments.

(3) The selective purpose of the Grade IX examination.

The rural and village high schools obviously cannot offer differentiated programmes for the benefit of various types of Grade IX graduates. Much of the high school work is taught in cycles which aim to make more or less adequate provision for "C" students. It is the programme established in the school rather than the type of promotion that determines to a large extent what courses a given student will take. It is not a selective examination but selective experiences that we need for intermediate school pupils. Until pupils have had an opportunity to discover at first-hand the subjects in which they can secure satisfaction, they will

follow the time-worn tradition of the academic programme, since it is the one most readily available.

(4) *Quality of teaching in the Intermediate Grades, by subjects.*

(a) **ENGLISH.**—The greater freedom now permitted in this subject is producing increasingly satisfactory results. More emphasis is being placed on pupil appreciation, interest, and preference in the choice of literature selections. The widening of research reading in these grades in connection with Social Studies especially, and in other subjects to a lesser degree, is giving the pupils an ever-growing power in reading comprehension.

(b) **SOCIAL STUDIES.**—There is a steady increase in the amount of attention given to the Open Forum techniques. Pupils are becoming stronger in their ability to secure data from reference books, to correlate and interpret such data, and to make comparative studies of school problems in different historic periods. Some splendid integrations of the subject with Literature, Health and Science are being achieved. Pupils' record books are showing how graphs, time lines, maps, charts, current newspaper and magazine clippings apply to the problems under investigation. Not infrequently Art is exemplified in this connection in a commendable and practical manner.

(c) **HEALTH AND PHYSICAL EDUCATION.**—Children are developing in health habits, health information and health consciousness. Daily health inspection, health records, use of individual drinking cups and towels are now standard practice. However, attitudes toward public property, beauty and cleanliness of the grounds and buildings, light, heat and ventilation still leave something to be desired.

(d) **MATHEMATICS.**—More tests of a diagnostic type should be administered since so many simple processes which are a barrier to clear understanding are assumed to have been learned. The inspectors marvel at the facility shown in completing one exercise after another while so few of the pupils' learnings are complete and well-formed. Teacher help is mostly in the nature of exposition and demonstration, showing effective procedure to get the right answer. More attention should be given to the application of Mathematics and its background as concerned with everyday living.

(e) **GENERAL SCIENCE.**—The quality of teaching in this subject bears a definite ratio to the number of men on the school staffs. The content of notebooks is often unreliable, and teachers are urged to check the students' notes thoroughly and follow up with remedial instruction. In some schools, teacher help is full and satisfying with illustrations, experimentation and revelation of the significance of things. As in Social Studies, the main difficulty is in selecting and organizing the material within the limits set by local conditions.

(f) **MUSIC AND ART.**—Although note singing is comparatively good, little attention is devoted to part singing or singing from notes. Literary Society meetings with music on the programme, and school concerts to which the public are invited combine to stimulate interest and proficiency. Where the teacher has special qualifications in Art and genuine interest in the subject, results are generally creditable.

(g) THE OPTIONAL SUBJECTS.—

(1) In Grades VII and VIII Farm and Home Accounting and Dramatics are most widely chosen.

(2) Art, Music and Community Economics are the popular options in Grade IX.

(3) The new subject of Community Economics, which replaces Junior Business in Grade IX, is being well received. A Grade IX class in a two-room school in the north part of Lamont Division worked out a project in Community Economics, using the actual operations of six farms; the results showed a net profit of about \$2,000.00 per half-section.

(4) Many students would like to take Typewriting and Shop, but few schools have the accommodation and equipment for these units.

(5) The necessity of taking options into account when making replacements on the staff, especially in mid-term, constitutes a most vexatious problem, and the situation will undoubtedly become more and more serious as the war progresses.

E.—HIGH SCHOOL INSTRUCTION

(1) *Qualifications of teachers, and teacher supply.*

It is now most difficult to secure teachers for senior rooms of the small schools. Appointments to these positions were formerly made by promoting those young men who had shown promise in their first teaching experiences and who had made a beginning on University training. It is precisely this source of supply that is drawn upon when there is a call from the Air Force and other branches of the Armed Services, and it is the smaller schools that feel the loss most keenly. There is no prospect of improvement in the qualifications of high school teachers, but rather the reverse. The supply of teachers with First Class certificates may be expected to diminish.

(2) *Quality of instruction in high school subjects in mixed rooms.*

The limitation of credits in mixed rooms, that is, those rooms which have elementary or intermediate and high school grades in the same room, has had a beneficial effect on the quality of instruction. The fact that teachers in the mixed rooms are successfully using project methods in the lower grades leads them to employ similar methods in the high school.

(3) *How the aims of the High School Curriculum are being realized.*

The small schools can offer only two of the three or four years of high school work. In such schools students of Grades X and XI take practically the same subjects, by a system of rotation of courses. Likewise the A, B and C students take mainly the same subjects, namely, the academic electives plus a few of the general electives which do not require extensive equipment. A great many parents insist that their children must pursue the academic courses which lead to the professions; they fail to realize, or refuse to admit, that some children have less than a one to ten chance of making a success of these courses. Some parents feel that there is an organized attempt to operate the professions as a closed shop. In

spite of this pressure school, authorities continue to urge the broader courses, even though parents and pupils are not content to take the results of the Grade IX examinations as final in rating the abilities of the examinees. The two-room schools serve a useful purpose in providing a means by which the ambitious pupil may continue his education near home. Costs are moderate, and he can get an additional two years of work and a fair grasp of the possibilities of an extended high school education. If his ability is above the average and his interest is strong, correspondence courses or a year at a larger high school will give him the education he desires.

(4) The three high school inspectors have prepared a consolidated report which is here included in the form in which it was submitted:

During the year 1941 we made a total of 395 individual inspections. In the fall term correspondence with principals was heavy, since every high school had to be closely checked to make it conform with the regulations, which apply in different ways to different types of high schools. Committee meetings incidental to the new course of studies and revision of the regulations, conventions, examination work, and responsibilities for keeping the high schools staffed and operating sufficiently during this time of increased strain, combined to reduce the time spent in the classrooms; also we were without the services of the third man for more than three months. High schools were closed the first three weeks of the fall term, but high school teachers succeeded in getting under way faster than usual once the term's work really began, so that little loss in efficiency or lower of standards is anticipated.

TABLE OF MILEAGE OF HIGH SCHOOL INSPECTORS

	Total	Average
(a) By car	10,419	3,473
(b) By train	14,150	4,717
(c) By other means	2,980	993
	27,549	9,183

The number of classrooms under our jurisdiction and the corresponding figures for 1940 are as follows:

	Rooms, 1941	Rooms, 1940
(a) Edmonton, Calgary, Lethbridge, and Medicine Hat	261	263
(b) Other centres, schools of:		
One room	163	172
Two rooms	174	164
Three rooms	75	69
Four or more rooms	127	132
(c) In Private secondary schools	69	69
	869	869

High school grades are also taught in many classrooms under the supervision and direction of the Elementary and Intermediate School Inspectors. During 1941, there were 371 such schools.

One immediate effect of the war is the difficulty of finding well qualified substitutes for the men and women who have enlisted. The shortage is especially acute in the field of Mathematics, and only slightly less so in Science. Another effort of the war is the delay in obtaining science equipment and supplies. This difficulty was not a problem for those school boards that had the foresight to order supplies in June rather than in September. Building programmes have in some cases been deferred for lack of ready money. The war has affected the enrolment of boys, partly because of

enlistments and partly because of increased opportunities for employment directly or indirectly connected with the war.

Equipment.

There is a steady increase in the number of schools offering Shop courses, and a corresponding improvement in the accommodation and equipment for these practical subjects. Some boards have erected new buildings or added rooms for the purpose, but in most cases space in existing school buildings has been utilized after some alterations have been effected. Equipment for General Shop and Home Economics bears a close relation to the type of building in which it is housed, and, while few schools have elaborate furnishings in the Home Economics Department, an attempt is generally made to suit the furniture and appliances to the economic status of the community, with the aim of showing the child something a little superior to that in his own home.

Typewriting is widely popular, and it is our constant endeavour to persuade school boards to supply good machines and keep them well serviced; also to provide tables of the prescribed dimensions and rooms that are comfortable and well lighted.

The implementation of progressive principles inherent in many phases of the outlines of our high school course makes very desirable the extension of library facilities in schools of all sizes. Reference reading in highly satisfactory in Social Studies and Science; laboratory accommodation and equipment are, on the whole, good. A number of the larger schools have projectors for still or animated pictures; there is a fertile field for development in visual education. Pianos and appropriate reproducers for purposes of Music Appreciation, including gramophones and radio, are now almost standard equipment in our high schools.

Qualification of Teachers.

The following table shows the qualifications of the teachers in the publicly supported high schools:

NON-URBAN		
1. Bachelor's or higher degree		
(a) With High School Certificate		106
(b) With Academic or First Class		211
2. First Class Certificate without degree		218
3. Vocational or other certificate		4
EDMONTON, CALGARY, MEDICINE HAT AND LETHBRIDGE		
1. Bachelor's or higher degree:		
(a) With High School Certificate		14
(b) With Academic or First Class		200
2. First Class Certificate without degree		36
3. Vocational or other certificate		19

General Elective Subjects.

The table below shows the number of high schools, outside the cities, in which the respective general electives are offered:

Bookkeeping 1a	99	General Shop 1	86
Stenography 1a	23	General Shop 2	36
Typewriting 1a	108	General Mathematics 1	147
Art 1	153	General Mathematics 2	16
Art 2	4	General Science 1	8
Music 1	128	General Science 2	2
Music 2	7	Vocations and Guidance	125
Biology 1	170	Law	51
Mechanical Drawing	3	Physical Education 2	2
Needlework	11	Psychology	79
Geology	111	Sociology	90
Dramatics 1	70	Survey of English Literature	52
Dramatics 2	4	Economics	67
Home Economics 1	71	Creative Writing	9
Home Economics 2	24	Agriculture	1

The course in practical Agriculture at the Brooks High School, offered as an experiment last year, is again offered at this one centre.

Quality of Instruction.

The trend in Geometry 1 continues to be away from the old formalization based on rigidly classified theorems and in the direction of increased emphasis on the significance of Geometry as a means of interpreting the environment. The new text in Geometry, introduced a year ago, has proved popular with teachers and students. The outline in Trigonometry and Analytical Geometry is still in the trial stage in the schools. A small minority of teachers try to cover too much detail in Algebra 1. General Mathematics is not fulfilling the high hopes under which it was launched. In many centres this subject is endured as a necessary evil, a hurdle which must be surmounted by the so-called C students in order that they may take their place in the traditional route leading to Normal Entrance or University Matriculation; where the teacher really appreciates the aims and possibilities of the subject and builds his own outline after careful diagnosis and planning, this course is meeting the students' needs.

Our efforts are needed to popularize Music, a subject which should be compulsory in all high schools, certainly in all centres large enough to afford the small outlay required for equipment. The aim of Music in the high school is not faultless performance, but rather encouragement of students to take an active part in the lesson so that they may learn to enjoy and appreciate good music.

In Social Studies progress is apparent in the development of techniques of research and investigation, in individual and group reporting, and in logical evaluation of findings. Teachers who have caught the full import of these courses, and who are successful in interpreting their possibilities, manage somehow to keep their pupils purposefully active and give them adequate opportunities for the development of initiative and judgment. While the foregoing objectives are not fully realized in all schools, some of these possibilities are apparent in every classroom under our jurisdiction. Current events are closely followed and studied with illustrative material and maps from periodicals. Current history, the inculcation of democratic and British ideals, Canadian citizenship, appreciation of the extent and nature of Canada's war effort and war economy, all have come to form integral parts of Social Studies in the high school. The need for extensive reference reading has been quite adequately met, frequently by the school boards, often by the pupils themselves through group-purchase plans.

Experimental work in Chemistry is receiving due attention, and many of the smaller schools take justifiable pride in their well-stocked and commodious laboratories. Physics and Biology are not as well supplemented with experimental work, probably because of the expense. Microscopes and elaborate items of apparatus are not indispensable; in some schools with meagre science equipment the ingenious teacher and eager students improvise apparatus and carry out committed investigations and class projects of absorbing interest. The new text in Geology is being well received as a source of pertinent information. General Science is rarely taught for

reasons already reviewed in the paragraph about General Mathematics.

All our courses in English are suggestive rather than rigidly prescriptive. It is obvious that a student whose mother tongue is not English requires different reading material and different assignments in sentence expression and written composition from one who has come from a home where English is spoken fluently and well. Teachers are urged to use this freedom of choice which is characteristic of the new curriculum. Theme work as such should never be required; instead, the urge to write derives mainly from subjects other than English. All subjects give opportunity for motivated practice in applying the principles of composition, oral as well as written. Every teacher is expected to be a teacher of English. There is abundant opportunity for improving language-using ability in pupil pursuits connected with the projects upon which students are presently engaged. In the few schools where Creative Writing is offered as an option the results in developing original and effective expression are decidedly good. The option Survey of English Literature is well liked for the extensiveness of its treatment of a fine variety of literary selections.

Older techniques in Art stressed development of skill in drawing, copying the work of others, colouring by rule of thumb, and memorizing a set of principles to form a basis for appreciation. Sad to say, this technique still persists in some classrooms. Many teachers, however, succeed in making the courses in Art applicable to their students' everyday environment; for example, in the selection of things to be purchased, dress, home decoration, collecting attractive things, improvement of standards of taste, and, creatively, in craft projects, self-expression in a variety of media, and correlation of Art with the cultural and aesthetic side of the student's interests.

Tradition has assigned such subjects as Sociology, Law, Economics and Psychology to the University curriculum; but under present conditions there is greater need than ever to introduce students, who may not have the opportunity later, to scientific modes of thought regarding social, legal and economic phenomena and problems, and regarding thought-processes and their interpretation, personal efficiency and mental hygiene. Considerable variation in method of treatment is evident, arising from differences in training, temperament, and modes of thought of the teachers concerned. Pupils who include one or more of these subjects in their programmes are undoubtedly deriving benefit, and are thereby better informed for citizenship.

Although for credit purposes Vocations and Guidance appears on the time-table, some of the more effective work is done outside of the regular periods by means of private conferences between teacher and pupil. Many principals have prepared record sheets so that reliable information may be instantly available on each pupil's school history, his special interests, home environment, personality, ability and ambitions. Guidance is the right of every student whether he takes this course or not.

We deplore the necessity for certain schools to cycle Health and Physical Education, a compulsory subject in Grade X. Methods in

Physical Education now stress group games, motivated exercises designed to strengthen the lazy muscles and improve posture. Cadet training under certain conditions is now recognized for school credits.

Latin is barely holding its own, being chiefly studied for matriculation purposes. French instruction increasingly tends to emphasize oral skill.

Dramatics is taught only by teachers specially qualified, and when this subject appears on the time-table, it is generally well handled.

Typewriting 1a and Bookkeeping 1a are very popular and useful courses; the former is a non-vocational course intended to give the student a mastery of the typewriter sufficient for his own personal needs. Bookkeeping 1a has a personal use as well as exploratory value. Stenography 1a is not widely chosen. When it is selected the teacher, as a rule, has a flair for the subject and the apparent results are good, especially if Typewriting 1a is also offered concurrently; for a more usable ability further advanced courses are necessary; hence Stenography 1a, unless practice is continued, is not a worth-while option. The group B commercial electives are offered in a limited number of schools, mainly in the larger centres where expert instruction is available and equipment is adequate. These are definitely vocational courses, and students with a talent for commercial work who take the group B electives can graduate with the high school diploma after three or four years, and immediately assume office positions. The group B commercial electives were offered in the four cities in 1941, and in eight other centres.

F.—SCHOOL FAIRS, FALL CONVENTIONS, TEACHERS' INSTITUTES, MUSICAL FESTIVALS, SPORTS DAYS

School fairs are languishing; free distribution of seeds has been withdrawn, and the field supervisor and judges from the Department of Agriculture are no longer available. Without such support school fairs cannot, apparently, function with profit and enthusiasm, and the number in operation in 1941 dropped from 93 to 13.

The practice of bringing to the fall conventions educational leaders of high repute was continued; the speakers in 1941 were Dr. Raymond F. Hawk and Dr. Clark M. Frasier, both of Eastern Washington College of Education, Cheney, Washington. Conventions were centralized, so that the visiting speakers were able to make an itinerary lasting for about six weeks and extending to every part of the Province except the Peace River area. One advantage of this new type of convention lies in the inspiration derived from a guest speaker of outstanding ability addressing an audience in a populous centre amid surroundings favourable for social intercourse. At these meetings there is effected a consolidation of A.T.A. business common to the participating locals, and a multi-partite programme with sections appropriate to every department of school work.

To compensate for the loss in free discussion inevitable in the mass convention, the superintendents hold teachers' institutes for discussion of actual class-room problems common to localized

groups. Upwards of 70 of such institutes were convened in 1941. Over 50 musical festivals were held, at which children participated in Music, Dramatics, Physical Education and Choral Speech. At the Stony Plain festival an innovation this year was the Open Forum with topics, based on current world affairs, drawn by the chairman of each team 30 minutes before the scheduled time of appearance. The teams consisted of five pupils each, representing 19 schools and 31 classrooms. They were judged on the quality of discussion, speaking ability and Open Forum deportment.

In addition to large numbers of local gatherings, sports days were conducted during 1941 in 100 centres as compared with 78 the previous year.

G.—SUGGESTIONS AND RECOMMENDATIONS

The following recommendations appear in inspectors' reports for the year 1941:

The School Act:

That the term elector include residents on Crown lands not assessable for school purposes.

That Section 249 (3) be amended to include the words, "it shall be the duty of the Divisional Board to appoint to that school a teacher qualified to teach the prescribed primary course in French."

That Section 9 of the General Regulations be amended to make Nov. 15 to March 15 inclusive the dates during which the school may be opened at 9:30 a.m.

That The Grants Act be redrafted to apply to Divisions rather than to individual districts.

That trustees be elected within two weeks of the day of nomination.

Financial:

That library grants be paid to all schools.

That dormitories be exempt from taxation in villages and towns.

That when conveyance fees are paid in lieu of transportation, they be based on a Province-wide scale.

That high school fees be defined in terms of credits rather than of subjects.

That grants be made available in aid of dormitories.

That a uniform salary schedule be set up for the Province.

General:

That two prescribed pre-primers be supplied to the schools free.

That the course in Farm and Home Accounting be merged with Community Economics, and that the revised course consist of two sections to be taught to the combined Grades VII, VII and IX in alternate years.

That for the duration of the war no special qualifications be required for teaching the subjects of Grade IX.

That the dates for the fall conventions be made public in June, and that in each convention half the time be devoted to practical classroom problems.

REPORT OF DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

The war year of 1940-41 has been a perplexing one for Technical Education in Alberta. There has never been a time in the history of public education when there was a greater demand for specialized educational programmes of a technical nature. The great world war is largely responsible for this inasmuch as it creates a need for men who can achieve practical ends in the shortest possible time and with the greatest efficiency. A general academic programme is not specific enough to meet the needs of the time. The Western world did not gauge the requirements that have become so prominently and so urgently essential. While the issue of the war will be determined by that combination of people who can amass the greatest power and material and use these the most skillfully, a great advantage will lie with the side that has been technically ready to strike the first mighty blows. To have had a body of men even partially trained would have been a great advantage, and vast sums of money expenditure could have been saved for refinements and specialization as the need of these arose. A Western education has not been very practical in its outlook, notwithstanding the great essentials in this respect in solving the problems of a pioneering people, to say nothing of the mighty problems induced by war.

The world is in a chaotic state, seething with discord in the mighty struggle to discover a more satisfying mode of living. There are those in the social order who bear a smugness of demeanour and are satisfied with the "status quo". With the vast majority there is a stirring and a discontent that clamour for expression and recognition. Nothing with this mass is exempt from examination and criticism. Old orders are readily abandoned for something new, and radical change on unstable foundations may come overnight. This prevailing spirit within society throws a responsibility upon educators and educational institutions that is without parallel in the history of education.

In this Province of Alberta sincere attempts are being made to adapt the programmes of the schools that the rising generation of youth may be more adequately prepared to solve problems that may have no precedents. It is not considered sufficient to retain youth in the sheltered life of a class-room until he attains the age of 18 or 22 years, where the main interest is the written or the spoken record of past achievements, and to insulate him from the practical issues of his time into which he must enter and with which he must participate as a tyro. In the ordinary scheme of school life there is not sufficient individual responsibility. The consequences of failure in school are insignificant. As a rule, the challenges are not of a vital type to bring about adaptable reactions that are called for in actual life situations. There are not adequate stimuli to enable the student to do something about the situations that arise. It is too much like a picture show where the villain is a shadow. It is all too unreal. To discuss a situation, to read about a problem of society or to write an examination paper involving some subtle principles, is no assurance of a carry-over of ability to actual living experiences in life situations. To be thrust into a world of practical problems, to vote, to earn a living, to handle material and men

efficiently, to conduct a business, to manage a home and rear a family bespeak a more practical education than has characterized the typical school of the day. It is high time that changes take place in the attitudes of educators and of parents towards educational procedures. Too many think it is a waste of time and energy to participate in physical activity, to constructively participate in the requirements of the home or the school. Even a shop teacher has said, "We will need to be careful or we will become school carpenters". The child is often so busy doing school home-work that there is no time for the chores of the home. Scores of young people are growing up ignorant of how to go about doing some of the simplest things about the home. One commentator remarks that "school life is like a trip on a luxury liner, seeing the world, after which the passenger is made to walk the plank without having learned to swim". The desperate practical requirements of the war could be more quickly overtaken if boys and girls had been given certain basal experiences during their school days such as is offered in a good homemaker's course or a general shop programme. Surely the times show that a matriculation course for the advantage of the few entering a university is not justice to the mass who will never enter such an institution. The book-minded matriculant is better able to look after himself than are the larger numbers not so generously endowed, but none the less necessary, for all that, in the social order. It is high time the emphasis was shifted to at least give an equal opportunity to those who may not be so highly endowed with academic ability as with power to achieve.

A modern High School should make provision for tool using experiences on the part of its boys and for the girls, consideration of and participation in the practical problems likely to arise in the course of their lives as women. And this experience is invaluable whether these young people be university matriculants or not. Any school failing in this respect can not fairly claim to be living up to the requirements of the times or to being classified as modern.

Shop rooms and home economics quarters should be liberally supplied with library books to which students may be directed to learn the experience of those who have gone before that time may be saved and profitless repetition in experimentation avoided. To know how to use a library is a valuable asset for all life. One is rendered independent of the living teacher or authority by having access to a good library. A library of reference books is essential equipment in a shop or home centre.

Interest in General Shop and Home Economics has been well maintained throughout the Province. The smaller centres have been more responsive to the changes in these programmes than have the larger cities. If these latter places do not look out they will lose their opportunity for leadership. Several centres have revamped their accommodation to improve their services. Teachers are acquiring experience and in some places a superior type of work is being done. Attendance at the Summer School to improve qualification has exceeded anticipations. Several older teachers attended these classes in 1941 showing their appreciation of the value of the practical in the programmes of their schools. This coming forward of the older teachers has to a large degree neutralized the loss of the younger who have enlisted in quite large numbers for

war services. There has been no conspicuous dearth in the available supply of qualified teachers to carry on these practical programmes.

One of the interesting phases in the development of the Home Economics programmes has been the larger increase in the installation of electrical equipment. I have encouraged this, believing it to be right for the school to assume leadership in the broader use of electricity. There is no more efficient servant in a home than electricity. It is more generally serviceable in farm life than in urban. The degree to which the dull routine of back-breaking jobs may be taken up by the use of electricity is the degree to which the emancipation of women progresses. Here is one way in which rural life can be made more attractive and satisfying. The electricity-generating companies operating in Alberta and the large wholesale distributors of electrical equipment are most co-operative. They are willing and ready to give exceptionally liberal discounts to encourage school boards to install electrical equipment, including radios.

In all, there were approximately 300 rooms equipped for and devoted to instruction in Home Economics and General Shop in Alberta during the school year 1941-42. In all, there are 14 groupings of school districts employing itinerant teachers. This plan is working out very well, and without it there are several centres that would not be able to carry on. During these days of difficulty in securing qualified teachers this device enables one teacher to serve several schools. With the more liberal grant available for this type of organization much better equipment is installed.

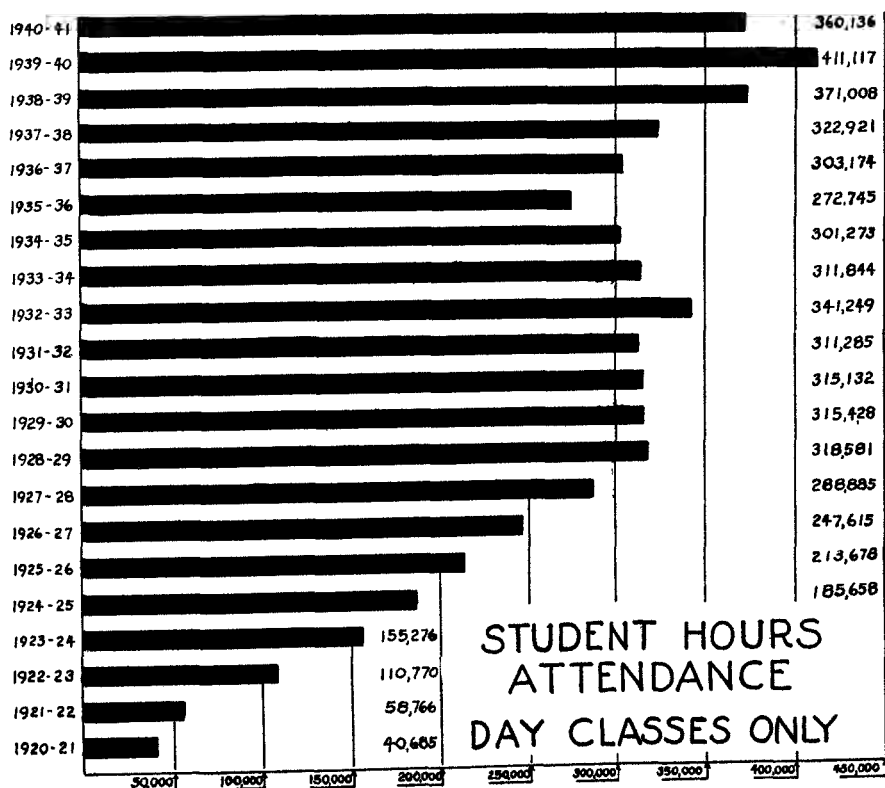
The Technical Institute has had a rather hectic year. Of necessity its equipment has had to be used to its maximum to qualify young people to take their places efficiently in the great war preparations. Every facility that could be used has been turned to this service, even keeping the school in operation for 24-hour service in three shifts. Naturally the enrolment in the regular classes has shrunk, but it is quite surprising that it has kept up as well as it has in the light of the competitions the Institute has had to meet. Enlistment of men with practical inclinations has bitten very deeply into the constituency of the Institute. The Youth Training Programme, which has taken facilities for practical education into scores of constituencies, has materially reduced the numbers who otherwise would have come into the Institute. The War Emergency programmes organized in several localities and offering programmes similar in shop experiences to those offered at the Institute and without fees, have been very effective competitors.

The restrictive accommodation of the Grand Stand building has been a limiting factor in the work of the Institute. While this accommodation is quite good in many respects, the cramping is quite conspicuous. This is not expressed with any sense of complaint inasmuch as it is an adaptation to war conditions and all are carrying on to their best abilities and making the most of all the handicaps. We miss the old plant very much. With the extensive building additions made by the Department of Defence to the buildings of the Institute on the North Hill, a very fine plant for future programmes in Technical Education is being made ready.

The offices of the Principal of the Institute and Director of Technical Education were separated, effective July 1st, 1941. Mr.

James Fowler assumed duty as the new principal on this date. The office facilities for the Director of Technical Education were retained in the Institute, and the minimum of office disarrangement has resulted. During the period of the war the regular programme will continue to be adversely affected and for the period of re-establishment of soldiers to civil life. These are necessary, and while discouraging in many respects, I am sure that the whole organization of the Institute can be depended upon to do its duty. A splendid morale has characterized the staff, and there is no doubt in my mind as to the value to society of such an institution as the Provincial Institute of Technology and Art. I am sure it has a great future. I would like to see it more intimately integrated with the school system of the Province.

The following chart gives a graphic picture of the quantity of service rendered annually by the Institute in its day classes since inception. In addition to this, there is the service of the Correspondence Department and of the Evening School.



The following table is a record of the enrolment for the year 1940-41:

ENROLMENT, 1940-41					
	Day	Evening	Night	Corres- pondence	Total
Aeronautics	56	31			87
Art	31	30			61
Auto Mechanics	60	26			86
Automotive Electricity	4				4
Building Construction	6				6
Diesel Engines	8				8
Drafting, Mechanical	6	12			18
Dressmaking and Millinery	27	12			39
Electricity	43	9			52
Farm Construction	12				12
Machine Shop	21	14			35
Mining				43	43
Oil Chemistry		14			14
Radio	4				4
Show Cards		13			13
Steam				110	110
Summer School, Banff (Art only)	59				59
Tractors	18				18
Tractor Mechanics	11				11
War Emergency Services	215	157	166		538
Welding	38	14			52
Code		9			9
Plumbing		9			9
	619	350	166	153	1288

The correspondence department is an important branch in the work of the Institute. This phase of the Institute's programme is conducted under the leadership of Mr. Alex. Higgins, P.E., who has prepared the following remarks:

The following table gives comparative figures of numbers of students receiving instruction in Mining and Steam Engineering for the periods shown:

Session	Mining	Steam Engineering	Total
1938-39	29	65	92
1939-40	31	100	131
1940-41	23	89	112
1941 to date	41	105	146

This indicates quite a sharp increase in the numbers of both steam and mining students receiving service in the present session of 1941-42. The active students already exceed the total of the previous year in numbers, and as only half of the session is gone, no doubt the final figures will be much higher.

The marked increase in the steam enrolment is due to several causes, the principal of which is the immediate need for filling vacancies caused by a large number of younger engineers having joined the army, navy and air force. Increased industrial activity also accounts for the creation of new openings, and at the present moment the demand for trained power-house engineers far exceeds the supply. In February, 1941, the number of lesson papers received and examined in steam engineering reached an all-time record.

The mining industry has been in a bad slump for the past few years, and this is accurately reflected by the records of the mining enrolment. There has been little incentive in the lean years for young men to enter the industry or to prepare themselves for non-existent jobs as mine officials, and as a consequence many of the younger men in the mining districts, who would in the ordinary course of events have taken up coal mining as a vocation, have joined the various branches of the armed forces, or have switched

over as opportunity offered to other trades or occupations of a less seasonal and precarious nature. Now that mining is experiencing a revival, there is a decided shortage of both men and competent mine officials. There is another point in connection with mining education which is worthy of future consideration. Our correspondence courses and night classes in mining are intended mainly to prepare candidates for certificates as mining officials, but with the increased mechanization of mines the miner himself is rapidly becoming more of a machine operator than a pick and shovel wielder, and there would seem to be a field for trade instruction centred on making the miner better acquainted with the machines he may be called upon to operate and with the simple principles underlying ventilation, timbering, and other every-day processes.

With the exception of Blairmore and Bellevue, night class work has been of a somewhat sporadic nature. The above-mentioned centres have carried on good classes year after year, but in most other centres it seems to be a biennial proposition. This is largely because of the difficulty in securing instructors who are qualified and otherwise fitted to teach and in keeping the same instructors on the job. Practically all instructors are mine officials, usually of the ambitious type, and they either move to better jobs or secure higher positions in the same location and no longer have time to carry on class work. In every case, the School Boards have been highly co-operative in providing suitable accommodation and assisting the instructor in every possible way.

We have also had excellent co-operation from the Steam Boilers Branch. Credit is given for our courses on the regular examinations for engineers' certificates, and prospective or unsuccessful candidates are invariably recommended to take our courses by the Department and the District Boiler Inspectors. Our relations with the Mining Inspection Department are also very satisfactory, though the nature of the Mine Inspector's work does not bring him into such close contact with our students as does that of the Boiler Inspector. An even greater degree of co-operation between this department and those charged with the certification of engineers and mine officials would be more beneficial all round and tend to raise the already high standards set for these officials still higher. Alberta has an enviable record with respect to freedom from frequent major mining or power-house accidents, and as the large majority of the power-house operators and mine officials in this Province received training through the Institute correspondence courses, the Institute may claim some credit for having, over a long period of years, made a very direct and valuable contribution to industrial efficiency and public safety.

A complete revision of all the correspondence courses issued by the Institute and the reprinting of the lessons in a new and much improved form, was commenced some time ago. To date, the greater part of this revision has been completed though, so far, only three of the revised courses have been printed and issued to students. These new courses are Mine Surveying, Third Class Mining and Elementary Steam. Printing is the big hold-up on this work, as the correspondence stenographer does a large amount of general printing for other departments and for school activities,

and the actual correspondence work often is relegated to the position of a standby job rather than a major occupation. In order to complete this revision and reprint it in a reasonable time, the full time of one stenographer engaged solely on this work is absolutely necessary. Our steam courses are used as lesson material by the Manitoba Department of Education, and this year to date they have purchased 96 sets at a cost of \$576.00.

The new courses are typed on metal stencils and the printing is done by the mutilith process. The metal stencils have a very long life, and so the constant expense of renewing the worn out fibre stencils used in the former mimeograph printing process will, in the course of time, be almost entirely eliminated. This new printing process also permits the making of photographic reproductions of objects that could not be drawn satisfactorily on fibre stencils and the making of much finer and clearer drawing on the stencils themselves. Copies of the courses so far revised and printed have met with very favourable comment from numerous students and officials who have reviewed them. One Inspector of Mines writes, "In my opinion, these courses are the best at any price that I know". With the completion of the revision we will have a set of courses unsurpassed in their field by any issued by other institutions, and should be in an excellent position to continue playing our part in the preparation of men for posts of responsibility in connection with the vast industrial expansion and rebuilding programme which we hope will follow the conclusion of hostilities and the return to paths of peace.

Mr. Fowler, Principal of the Institute, offers the following comment:

"Throughout the summer months a considerable portion of the equipment and facilities at the Grand Stand building was utilized in connection with the pre-enlistment training of young men for the R.C.A.F. Under Schedule "K" of the War Emergency Service, courses were organized for aero engine mechanics and for wireless operators. These courses were conducted on the basis of a forty-four hour week, and as fast as one group of students graduated it was replaced by a similar group of new trainees.

When the Institute courses opened on September 20th, most of the War Emergency classes had perforce to be transferred to the evening shift (4 p.m. till midnight). About that time also, evening classes were organized to give technical training to groups of men drawn from various units of the army, as follows: Diesel Engines, Wireless Operators Ground, Driver-operators. All these courses, along with the regular evening programme of the Institute, made the evening enrolment considerably heavier than that in the day-time.

The following table shows the enrolment from July 1st to December 15th, 1941:

Institute Courses:		War Emergency Service:	
Day	207	Day	53
Evening	190	Evening	329
Correspondence	57		
Total	454	Total	382
		Grand Total	836

During November, in collaboration with the Calgary Contractors Association, special evening courses were organized to provide training for men in the building trades. A most gratifying response

was obtained, and three new classes of approximately 20 students each resulted. In addition the regular evening classes of the Institute showed a healthy enrolment, and as a result space in the Grand Stand building has been at a premium. The Machine Shop is used from 4 p.m. till midnight to give advanced training to Schedule "K" trainees to prepare them for positions in the Ogden Munition Plant.

During 1941 approximately \$2,000.00 was spent on capital account to replace worn-out and obsolete equipment in the Institute shops and tool room. A similar amount should be provided in the 1942 estimates for the same purpose.

The school spirit and the student morale of the Institute are being well maintained in spite of increasing difficulties in carrying on extra-curricular activities. The Literary Society has been carried on in a space surrounded on three sides by "Code" classes, separated from it by only partial partitions. The overcrowding of the building during the evening has made it difficult to find accommodation for the practices of the Orchestra, the Dramatic Club and the Choral Society. Hockey schedules have been organized, and the games will be played on a public rink. So far, no suitable facilities have been found for inter-class basketball and volleyball. The famous Tech Shooting Club is also without a home. The social evenings arranged by the Students' Association have perforce to be held in rented premises. In spite of these handicaps most of the student activities are being carried on with much of the former enthusiasm and success. This fall the Emery Weal has excelled itself with three outstanding issues.

Under the guidance of Mr. F. G. Young, the placement of students in remunerative positions has shown a definite up-swing. It would appear that graduates of the Institute prove themselves to be such satisfying employees that for the present at least the demand exceeds the supply. This condition is likely to continue for the duration of the war.

The reduction in the enrolment in Day Courses of the Institute raised the problem of how to utilize certain members of the staff. The difficulty was met by using these men as part-time instructors under the War Emergency Programme, the Institute salary vote being reimbursed to the extent of the salary earned in this way. The staff at the Coste House was materially strengthened this fall by the appointment of Miss Helen Pasmore, B.Sc. (H.Ec.), as head of the Dressmaking Department, and of Mr. W. J. Phillips, R.C.A., to the Art Department. Mr. Phillips brings to the Institute the prestige of a reputation that is world-wide. The office staff suffered a severe loss through the resignation in August of Miss Mary McKenna, who has been with us for over ten years.

In conclusion, I wish to acknowledge gratefully the loyal support I have received from all members of the instructional staffs of the Institute and of the War Emergency Service."

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

The 28 years of service rendered by the School-Book Branch to the students and teachers of Alberta form a history of expansion and progress. Originally conceived as a modest organization to facilitate the distribution of library grants, the Branch has evolved into one of the largest distributors of educational books in the Dominion of Canada.

During the reformation of the curricula, which the Department of Education has but recently completed, the School-Book Branch marched well up in the vanguard of the New Programme endeavouring to carry out the duty of procuring some of the tools which are revolutionizing educational practice and procedure in the schools of our Province.

The impetus provided by the revisions of content and spirit in the Course of Studies stimulated the growth of the Branch remarkably. Working closely with special selection committees appointed by the Department of Education, we have filled our shelves with good books so that they have become a veritable El Dorado for boys and girls.

Never in the history of the publishing world have there been so many books of such high standard to tempt the student. The drab colourless text-book, fashioned it would seem on the principle of patent nostrums—"the worse the taste, the better the medicine"—is now obsolete. Superseding it has come a work of beautiful craftsmanship. Fascinating stories gaily illustrated and artistically bound are the order of the day. From the wealth of the publishers' stores the School-Book Branch has secured a stock of about 5,000 of the best titles recommended by the Department. If it is kept in mind that we try to retain a quantity of each title on hand, some conception of the quality, magnitude and range of the books available may be realized.

THE PURPOSE OF THE SCHOOL-BOOK BRANCH

Very briefly, the essential function of the School-Book Branch is the distribution of texts, reference and library books to students and teachers in all Alberta educational institutions offering studies lower than the level of University. In detail this means that more than 165,000 pupils in Elementary, Intermediate, High, Commercial, Technical and Normal schools, as well as about 6,300 instructors, are dependent upon the Branch for the means to pursue their courses. It is the objective of the management to provide the thousands of titles, recommended by the Department, promptly, economically—in a word, efficiently.

The agencies through which this distribution is affected are three. A great number of school boards, both divisional and district, order large consignments of books and superintend the circulation. By so doing, maximum benefits of discount and prepayment of transportation charges are secured. This procedure makes it possible for students to obtain their books at wholesale rates. Again, the appropriation for school libraries has greater purchasing power.

The second agency of distribution is found in the operation of 300 book dealers, who provide a very important service to the schools in their communities by keeping a repository of school books available at short notice. The third medium of circulation is the voluminous mail order service which operates to the advantage of the private individual as well as school boards and dealers.

SOME OF THE SALIENT ACTIVITIES OF THE PAST YEAR

(1) *Growth of School Libraries.*

There is increasing evidence that educationists and school authorities are becoming "book conscious". Judging from the sales of the past year, we find that there is every indication that teachers, school boards and superintendents believe bare text-book requirements must be supplemented by adequate libraries if the New Curriculum is to function successfully. The tendency at present is clearly away from the "straight course of study" books. In contrast to the pre-revision years, the proportion of "recreational" books distributed to what may be called "purposeful" books is increasingly great.

In the 48 School Divisions, library expansion is noteworthy. Minimum library requirements are rapidly being established, and it should not be long before the vital adjunct of supplementary material is acquired. More circulating libraries are being organized within the Divisions with a view to securing the maximum use from the books purchased.

The School-Book Branch is encouraging and co-operating with this progressive attitude. Shipments of display books for examination purposes are frequently supplied to teachers and school boards, so that an opportunity may be had to evaluate various titles before placing orders. A liberal discount and the prepayment of transportation charges on consignments of reasonable sizes are added inducements to develop school libraries. By purchasing at wholesale rates, school boards, teachers and students collectively have been saved thousands of dollars on texts and reference books. It should be noted at this point that school boards are not permitted to make the sale of text-books a source of revenue. The Department of Education extends the privilege of a wholesale price to the Board on the understanding that if the books are resold to the student, he must receive full benefit of the discount.

(2) *Revision of Intermediate School Books.*

During the year a committee of specialists appointed by the Department of Education carefully examined and evaluated many books with the purpose of selecting for school libraries the most appropriate titles for students in Grades VII, VIII and IX. All of the facilities of the School-Book Branch were placed at the disposal of this selection committee. Hundreds of sample books were obtained from the publishers, current quotations were secured, editions were compared and the availability of books at the sources checked.

As fruits of this labour, an attractive catalogue listing over 1,000 of the books selected was issued by the Branch. This Book List for Intermediate Schools contains the titles of all books recommended by the Department. The books listed therein are classified into minimum and supplementary lists for every subject and grade.

Books of outstanding merit are noted, and integrated lists setting forth the possibilities of correlation and co-ordination for projects involving different subjects have been painstakingly organized. Accordingly, the Book List for Intermediate Schools is to be considered a supplement to the Programme of Studies for the Intermediate Grades.

Next year there is a possibility that the library and reference book selections for the High School grades will be re-examined and revised. With the completion of this work, a select list of books for Grades X, XI and XII, similar to the catalogues now available for the Elementary and Intermediate Grades, will be issued. The management feels that the revision of recommended reference and library books is eminently worth while. The benefits are already to be seen on the shelves of school libraries in the four corners of the Province.

(3) *Sales Promotion Activities.*

An all-year intensive advertising campaign was undertaken to inform students, teachers, school boards and dealers of the multiplicity of educational books stocked by the School-Book Branch. Throughout the length and breadth of the Province, thousands of price lists, requisition forms, catalogues and circulars were distributed.

At the time of the Teachers' Fall Conventions 14 separate exhibitions of books were presented to the men and women who teach the youth of Alberta. The management is aware of the difficulty experienced by teachers in ordering "sight unseen". Therefore, we seize the opportunities afforded at convention time to display as many books, representative of our stock, as possible. The immediate returns from the sales of these teachers' gatherings are very small, but taking a long range prospective, we know that the school authorities are ultimately stimulated to acquire books by the presentation of these exhibitions. Upon the request of responsible individuals, book displays are also forwarded on approbation. The Divisional Boards in particular have frequently availed themselves of this service.

Fortunately, the School-Book Branch has window space at the Provincial Building that is constantly in use for displays which help to create a "book consciousness" in the minds of local teachers and school officials. The Branch also endeavours to place the latest information regarding developments in the book world into the hands of the Secretary-Treasurers and Superintendents, so that they may take advantage of the most favourable purchasing conditions.

(4) *Growing Popularity of the Library Reading Room.*

A special feature of the School-Book Branch service to educationists is to be observed in the attractive Teachers' Library Reading Room. Specially designed for the purpose, offering the teachers of Alberta an opportunity of examining every one of the 5,000 copies of titles which are carried by the Branch, the Reading Room is much more than a mere commercial display. The many books lining the walls have been thoughtfully classified and arranged so that they may be used as a reference library. An experienced staff offers teachers assistance in employing the library

books to the best advantage. Teachers are under no obligation to make purchases, and are free to browse about the shelves of the Reading Room at any time during School-Book Branch hours. Through the school term this service is available until 5 p.m. for six days a week.

Our records of attendance carefully compiled for the last two years indicate that teachers and other officials in increasing numbers are gradually utilizing the opportunities offered by the Library Reading Room. It is of interest to note that, recently, teachers are to be seen frequently examining the books and asking for information at the School-Book Branch. We believe that we are not overly optimistic in taking this as a favourable indication that these teachers-to-be will prove vitally interested in school library problems.

FINANCIAL REPORT

The School-Book Branch continues to reveal a sound financial condition. As was pointed out last year, there has been an inevitable decrease in the volume and receipts of the business. The explanation behind this decrease lies in the fact that revisions in text-book prescription were completed in the year 1939. Naturally, the factors of saturation of market and second-hand book exchange have reduced our returns. There are signs, too, that war conditions are cutting down the volume of school books sold in Alberta.

In spite of these factors, the financial pulse of the Branch is undoubtedly healthy, as the following statement of the year 1940-41 will show:

The total retail value of text-books supplied to Elementary, Intermediate and High School students amounted to \$173,297.50, while the number of volumes represented by this sum was 229,698. Sales promotion work to encourage the sale and distribution of reference and library books gave pleasing results. This supplementary material distributed to students, teachers and school libraries had a total retail value of about \$116,000.00. Approximately 15,000 volumes were covered by this last amount.

The summation of the total retail values is considerably greater than the actual total receipts. This variation is explained by the fact that many school teachers, divisional boards and book dealers directly benefited by the wholesale rates extended. After allowing the discount, the School-Book Branch sales during the past year, amounted to a net total of \$247,251.91. The total number of books comprising text, reference, library and all classes of literature distributed during this period was 385,698.

Counter sales at the Branch to teachers, school boards and book dealers amounting to \$44,771.71 must be considered as a portion of the total net receipts of \$247,251.91. Again, books valued at \$4,803.35 distributed to 242 schools in the form of library grants are included in the total net receipts. These grants are authorized by The School Grants Act, which provides an annual subsidy for library purposes to newly organized schools for the first six years of operation.

To replenish stock, the Branch made purchases from the book publishers which amounted to \$177,132.05. In procuring this stock,

the management attempted to build up a reserve supply of books in order that the lowest prices could be maintained during the year. All indications pointed to a rapid increase in the manufacturers' quotations. As a consequence of this policy, it was necessary in a few instances to increase School-Book Branch list prices during the school year 1940-41.

DISTRIBUTION OF FREE READERS

This office distributes readers which are furnished free of charge to students in the Elementary Schools. During the year the following quantities of the seven books in the "Highroads to Reading Series" were supplied:

Primer	6,840	Book IV	5,003
Book I	7,119	Book V	5,022
Book II	8,030	Book VI	4,353
Book III	7,246		

The total number of free readers distributed was 43,613. This represents a slight increase of 578 over last year's distribution.

BOOK SUPPLY PROBLEMS DURING 1940-41

(1) *The War and the Book Market.*

War-time conditions are increasing costs of production for the publishers. Canadian firms report the essential materials used in the composition of a book—paper, cover-boards, cloth, and so on—are up 23% on pre-war figures. Moreover, the wages of labour have registered a gain of 15%.

American publishers assert that constituent book stuff has risen 25% in cost, while binders, compositors and printers are commanding wage scales 10% higher than those obtaining before the war.

In fairness to both Canadian and American publishers, it may be noted that their quotations have not yet risen proportionately to the increased costs of material and labour. However, upward price revisions on books stocked by the School-Book Branch are being received from the manufacturers with greater frequency. The trend is unmistakably clear.

The books imported from the United States are also subject to additional charges. An adverse exchange rate of 11% has to be paid on importations from south of the international boundary, and further, a Federal Government War Exchange Tax of 10% is applied to the duty paid value of each book.

While English importations are not subject to import taxation, insurance rates on transatlantic shipments are necessarily high. Transportation costs on consignments from Britain are up 25%. Obviously, materials going into the production of books are being rigidly rationed. Labour is scarce and commands higher wages. These factors are rapidly boosting prices on English books.

At all times during this critical period, it has been the policy of the School-Book Branch to postpone raising the list price of the titles supplied by our office as long as possible. To some extent, we have been able to shield the student consumer from increased prices. Opportune purchases have permitted the Branch to offer most of our books at pre-war levels.

What of the future? There is an end to the amount of increased costs which can be absorbed by the Branch. It must be

remembered that the School-Book Branch is not required to produce an excess of profit over and above operating costs. Primarily, we are only concerned that the cost of distribution shall balance cash returns. As a non-revenue producing agency, it is possible for us to supply school books at minimum prices. Placed in this advantageous position, we set a very narrow margin of profit on publishers' quotations to cover only overhead costs of operation. It follows that a margin as narrow as this cannot possibly be adequate to cover substantial advances in publishers' prices.

A general elaboration of operating costs is pertinent at this point. Briefly, the School-Book Branch may be described as self-sustaining. Charges arising out of insurance, salaries, rent, interest on capital advanced by the Provincial Treasury, and sundry other costs such as the printing and distribution of catalogues, are defrayed by the Branch. Transportation charges on all in-coming shipments and the majority of out-going orders are paid by this office.

(2) *Availability of Books.*

Priority rulings and outright shortages of material and labour are beginning to complicate the problem of book distribution. For instance, paper and cloth are needed in the manufacture of munitions; chemicals of the chloride group, which serve as bleaching agents for book paper, are being closely rationed; the essential stuff of war receives priority of attention on the transportation vehicles of land and water, and skilled labour is being drawn away from the printing press. Under existing circumstances this is rightly so. We are merely noting a few of our difficulties in explanation of the fact that there are delays, over which we have no control, in the supplying of book orders.

The large number of new books listed by the School-Book Branch, as recommended by the Department of Education, certainly reflects educational progress. However, the problem of determining the incidence of demand still concerns us. It is our objective to have all of these books readily available upon request. However, we find that it is not always possible to forecast the requirements of quantity which are made upon the stock of so many individual titles. Undoubtedly, experience as to the popularity of the various new books will come after a period of years. In the meantime rule-of-thumb anticipation appears to be the only course of action.

SERVICES RENDERED BY THE SCHOOL-BOOK BRANCH.

It has been recorded in this report that the dominant aim of the School-Book Branch is economical service of a high standard to students and teachers of the Province of Alberta. The organization of the Branch permits the extension of direct benefits to the pupils and their instructors. By purchasing in volume we secure the lowest transportation rates and minimum publishers' quotations. Branch facilities and a trained staff make it possible to purchase stock at the most opportune times. School book prices are standardized for all of Alberta, so that no discrimination is suffered by students in districts far removed from the source of supply. The Branch acts as a large repository of school books. No private book

dealer in Alberta could carry a stock of titles comparable in variety, quantity or quality.

Charged with the responsibility of aiding in the selection and distribution of the finest in educational literature, the School-Book Branch considers it a privilege to render this service to the best of its ability.

REPORT OF SCHOOL BUILDINGS BRANCH

(Architectural Branch, Department of Public Works,
Technical Advisers)

(W. COLLIER, *Manager*)

The value of school buildings work for 1941 has shown a decrease of \$13,909.73 over 1940. The number of jobs has shown an increase of 19 over 1940.

Approved building projects, including new buildings, repairs and renewals, additions, residences, barns, etc., during the year 1941 were as follows:

	No.	Amount.
Erected by voluntary effort with partial capital expenditure:		
Frame plans	4	\$ 2,601.89
Residences, barns, etc.	2	200.00
Erected by regular contract:		
One-room schools:		
L.C.F.-38, non-basement, low cost frame	12	15,022.63
L.C.F.-38, full basement, low cost frame	10	23,888.80
L.C.F.-38, non-basement, low cost frame, stucco	3	4,095.37
L.C.F.-38, non-basement, low cost frame, on skids	2	2,959.00
AE-10-41, full basement, insul brick	1	2,846.00
ANS-3-40, low cost frame, non-basement	2	1,705.12
GE-22-39, full basement, stucco	8	3,822.00
Log plan, non-basement	1	2,501.52
Temporary one-room building, TW-1	1	620.00
Two-room schools:		
EE-13-40, non-basement	1	1,800.00
ENS-4-40, full basement, frame and stucco	1	5,377.50
ENS-8-40, full basement, stucco	1	4,700.00
Teacherages	3	1,052.88
Barns	1	365.40
Erected under special arrangements approved by Department:		
One-room schools:		
L.C.F.-38, non-basement, low cost frame	2	1,401.48
TW-1, temporary one-room school	1	160.00
Two-room schools:		
EE-12, full basement	1	7,694.83
Barns, sheds, ice houses, etc.	2	239.58

SPECIAL DEPARTMENTAL PLANS

Erected by regular contract:		
Two-room addition, full basement, cloakroom	1	2,384.50
Renovations for dormitories	2	5,721.27

ERECTED UNDER SPECIAL ARRANGEMENTS APPROVED BY DEPARTMENT

Special Departmental Plans:		
One-room addition, frame	1	1,159.55
One-room addition, full basement	2	3,463.35
Two-room addition, full basement	1	2,384.50
Plans prepared outside Department:		
One-room addition, frame	1	3,061.79
One-room schools, frame and insul brick	3	11,529.04
Two-room addition, full basement, insul brick	2	14,477.10
Two-room schools, full basement, insul brick	5	37,167.27
Teacherages (locally prepared)	16	4,133.87
Teacherages (others)	8	2,691.25
Barns	6	2,221.30
Alterations, improvements, additions, etc.	43	41,548.53

Erected by regular contract:

One-room schools, full basement, stucco	2	7,167.41
Two-room schools, frame and insul brick, full basement	4	31,101.86
Basement and heating	3	3,993.25
Three-room addition	1	18,119.30

SUMMARY

School buildings destroyed by fire	11	
One-room schools built by regular contract	42	74,627.85
Two-room schools built by regular contract	7	42,979.36
Alterations, improvements, additions, etc.	48	41,548.53
Residences, barns, etc.	38	10,904.28
Basement and heating	3	3,993.25
One-room schools erected under special scheme	6	13,090.52
Two-room schools erected under special scheme	6	44,862.10
One-room additions erected under special scheme	4	7,684.69
School buildings erected partly by voluntary effort	6	3,522.63
	171	\$243,213.21

GENERAL STATISTICS(A. P. WILSON, *Statistician*)

The following statistics have been compiled from information received from teachers, Official Auditors, and Secretaries of School Districts and School Divisions.

During the year 1940-41 there were 6,276 rooms or departments in operation in 3,639 school districts, with an enrolment of 163,425. Of this enrolment, 52,206 were in the rooms of 56 City and Town Schools, 6,691 in 19 Separate Schools, and 20,363 in the rooms of other graded urban schools. During the year 1939-40 there were 52,485 pupils in City and Town Schools, 6,772 in Separate Schools and 23,609 in the rooms of other graded schools. During the year 1941 there were 5,664 pupils in 193 rooms in 41 Consolidations, and 78,659 in 3,422 rooms in 48 School Divisions.

The number of Secondary Grade rooms in operation at June 30th, 1941, including Technical and Commercial rooms was 851, being an increase of 73 over the previous year. There were 436 rooms in which both Elementary and Secondary work was conducted.

During the year 99.3% of the schools in operation, operated over 160 days and the average number of days schools operated was 190.88. The average monthly percentage of attendance was 89.84 of the monthly enrolment. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

DEPARTMENT OF EDUCATION

PERCENTAGE OF ENROLMENT

Year	Division I, 1st Year	High School Division and 3rd Year Intermediate	Intermediate and High School Divisions
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	5.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.90	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20
1936-1937	14.52	17.86	35.18
1937-1938	14.19	18.28	35.22
1938-1939	13.15	19.06	36.04
1939-1940	12.56	19.79	36.41
1940-1941	12.32	19.78	36.13

The percentage of pupils enrolled in Division 1, first year, in the year 1940 has decreased .24% from the previous year.

The percentage distribution by grades of pupils leaving school at the age of 15 years since 1922 is as follows:

Year	Division I			Division II			Intermediate School			High School		
	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.	1st Yr.	2nd Yr.	3rd Yr.
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.46	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.31	7.77	2.45	.49
1936-1937	.16	.28	.51	2.25	4.69	10.14	15.66	31.69	24.74	7.47	2.02	.39
1937-1938	.15	.26	.59	2.28	4.40	10.88	15.93	29.77	26.60	7.04	1.74	.36
1938-1939	.27	.11	.65	1.75	4.37	9.06	18.05	28.41	29.67	7.15	1.48	.03
1939-1940	.19	.14	.57	1.54	4.72	8.53	17.67	27.18	29.59	7.71	2.07	.09
1940-1941	.14	.14	.42	1.70	4.30	8.97	17.99	26.80	30.77	7.04	1.56	.17
Average for 20 yrs.	.29	.36	1.07	2.47	5.93	10.09	18.79	32.21	19.32	7.12	2.12	.23

The average number of days of operation in ungraded schools was 185.91 days and in graded schools 195.28. The establishment of school divisions has enabled many of the smaller districts to operate for the full year and has, in addition, provided High School facilities for many pupils who would otherwise have been forced to leave school. In 1941, the cost of operation per pupil per day was .383c compared with .421c in 1927, a decrease of 9.9. In the same years the percentage proportionate of actual attendance to average attendance has increased from 75.22 in 1927 to 82.84 in 1941, an increase of 10.13%.

During the year 1940 there were 6,180 rooms in operation with 6,290 teachers employed. In 1941 there were 6,276 rooms in operation and 6,388 teachers employed.

TABLE 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1931	Percent. of En-rolment	No. of Pupils June 30, 1940	Percent. of En-rolment	No. of Pupils June 30, 1941	Percent. of En-rolment
Division I:						
1st Year	25,527	15.13	20,590	12.56	20,125	12.32
2nd Year	19,269	11.42	17,415	10.63	16,910	10.34
3rd Year	19,644	11.64	17,730	10.82	17,486	10.70
Division II:						
1st Year	18,920	11.21	17,430	10.64	17,398	10.64
2nd Year	17,949	10.64	16,275	9.93	16,954	10.37
3rd Year	15,851	9.40	14,757	9.01	15,525	9.50
Intermediate:						
1st Year	13,598	8.06	14,298	8.72	14,205	8.69
2nd Year	13,706	8.12	12,952	7.90	12,568	7.70
3rd Year	10,024	5.94	11,604	7.08	11,368	6.95
High School:						
1st Year	7,242	4.29	7,247	4.42	7,458	4.57
2nd Year	4,894	2.90	6,687	4.08	6,275	3.84
3rd Year	2,106	1.25	6,907	4.21	7,153	4.38
Total	168,730	100.00	163,892	100.00	163,425	100.00
Elementary Grades	117,160	69.44	104,197	63.59	104,398	63.87
Intermediate Grades	37,328	22.12	38,854	23.70	38,141	23.34
High School Grades	14,242	8.44	20,841	12.71	20,886	12.79

The percentage of pupils in the three Divisions has remained practically steady in comparison with last year. The increase in High School Grades has been maintained.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN URBAN AND NON-URBAN SCHOOLS

	Urban Schools	Non-Urban Schools
Number of pupils enrolled	79,260	84,165
Aggregate days attendance of pupils	13,358,685.5	13,233,805.5
Daily average attendance of pupils	67,537.90	67,847.78
Percentage of attendance of total enrolment	85.21	80.66
Average number of days attended per pupil	168.54	157.24
Average length of school year	195.28	185.91
Classification:		
Division I:		
1st Year	7,942	12,183
2nd Year	6,883	10,027
3rd Year	7,321	10,165
Division II:		
1st Year	7,248	10,150
2nd Year	7,396	9,558
3rd Year	6,904	8,621
Intermediate:		
1st Year	6,567	7,638
2nd Year	6,172	6,396
3rd Year	6,222	5,146
High School:		
1st Year	5,439	2,019
2nd Year	4,903	1,372
3rd Year	6,263	890
Total Attendance	79,260	84,165

Rural schools include all divisions, but a few Village and Consolidated Schools are included in Divisions.

TABLE 3
AVERAGE AGE OF PUPILS

Division I:		Intermediate:	
1st Year	7.15	1st Year	13.29
2nd Year	8.28	2nd Year	14.16
3rd Year	9.39	3rd Year	15.13
Division II:		High School:	
1st Year	10.45	1st Year	16.01
2nd Year	11.45	2nd Year	17.02
3rd Year	12.38	3rd Year	18.22

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	85	.05
6 years	5,270	3.23
7 years	13,956	8.54
8 years	15,477	9.47
9 years	15,591	9.54
10 years	17,000	10.40
11 years	13,998	8.56
12 years	16,222	9.93
13 years	15,322	9.38
14 years	14,870	9.10
15 years	12,602	7.71
16 years	8,923	5.46
17 years	6,417	3.93
18 years	4,433	2.71
19 years	2,213	1.35
20 years	700	.43
21 years and over	346	.21
Totals	163,425	100.00

Of the pupils enrolled 14.09% are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, DIVISION, AND AGE LAST BIRTHDAY—ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1941
(July 1st, 1940, to June 30th, 1941)

Grade	Sex	5 yrs.	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	*Tot.		
		u' der	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.			
Division I:	Boys	48	2473	5195	1876	502	153	78	38	26	20	7	7	1					10424		
	Girls	37	2681	5006	1424	329	120	36	29	16	11	5	6	3	1				9701		
	Boys		53	1646	4227	1897	696	205	103	39	26	15	15	3					8910		
	Girls		62	1936	4097	1265	426	101	56	30	22	4	1						8000		
	Boys		1	66	1634	3955	2024	821	305	152	64	30	7	8					9067		
	Girls			106	2080	3874	1498	493	196	99	49	20	1	2	1				8419		
Division II:	Boys											20	1	2				2	8956		
	Girls											71	13	1	1				8442		
	Boys			1								59	9	4					8563		
	Girls											17	58	4	3				8391		
	Boys											101	33	6	3				7802		
	Girls											101	101	33	6				7723		
Intermediate:	Boys					4	134	1704	3193	1605	1473	835	201	29	4				7110		
	Girls						2	114	1275	2901	1749	835	201	29	4				7095		
	Boys					4		182	1676	3005	1473	574	139	38	2	1			6074		
	Girls							8	211	1641	2082	1235	270	74	9	3			6494		
	Boys								9	144	1204	1235	270	74	9	3			5308		
	Girls								13	157	1168	2257	1186	391	102	28	5	4	3453		
High School:	Boys											122	937	1400	669	247	52	12	9	3453	
	Girls											5	187	1234	1650	678	191	44	6	4005	
	Boys											9	135	774	1108	521	184	31	25	2774	
	Girls											3	9	125	774	1108	521	184	31	25	2774
	Boys											239	1087	1389	552	166	43	18	3501		
	Girls											11	11	125	513	1157	716	245	97	2867	
Totals by Sex	Boys	48	2527	6907	7788	8054	8097	7106	8695	7670	7575	6229	4311	2832	2053	983	295	138	81308		
	Girls	37	2743	7049	7689	7537	8903	6892	7527	7652	7295	6373	4612	3585	2380	1230	405	208	82117		
*Grand Totals			85	5270	13956	15477	15591	17000	13998	16222	15322	14870	12602	8923	6417	4433	2213	700	346	163425	
Began Div. I, 1st Year, during the year	Boys	48	2440	4829	1328	352	101	45	21	15	9	4	3						9196		
	Girls	37	2642	4653	1136	218	90	25	16	10	4	1	3						8835		
Repeated from last year . . .	Boys	33	366	548	150	52	33	17	11	11	11	3	4						1228		
	Girls	39	333	288	111	30	11	13	6	7	7	4	3	1					866		

TABLE 7
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE,
NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Division I:							
1st Year	85	15,355	4,685	20,125	.42	76.30	23.28
2nd Year	115	11,906	4,889	16,910	.69	70.41	28.80
3rd Year	173	11,543	5,770	17,486	.98	66.01	33.01
Division II:							
1st Year	133	11,018	6,247	17,398	.77	63.33	35.90
2nd Year	248	9,597	7,109	16,954	1.46	56.61	41.93
3rd Year	235	9,320	5,970	15,525	1.52	60.03	38.45
Intermediate:							
1st Year	302	8,857	5,046	14,205	2.13	62.35	35.52
2nd Year	372	8,572	3,624	12,568	2.96	68.20	28.84
3rd Year	417	7,617	3,334	11,368	3.66	67.00	29.34
High School:							
1st Year	323	5,261	1,874	7,458	4.33	70.54	25.13
2nd Year	378	4,357	1,540	6,275	6.03	69.41	24.56
3rd Year	373	4,204	2,576	7,153	5.21	58.77	36.02
Totals	3,154	107,607	52,664	163,425	1.93	65.84	32.23

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 8
TABLE SHOWING NUMBER AND PERCENTAGES OF PUPILS LEAVING SCHOOL
AT THE AGE OF 15 YEARS

Grades	No. of Pupils leaving School at the age of 15 years	Percent. of total enrol- ment leaving School at the age of 15 years	Percent. of total leaving School at the age of 15 years	Percent. of each grade leaving School at the age of 15 years
Division I:				
1st Year	5	.003	.14	.02
2nd Year	5	.003	.14	.03
3rd Year	15	.010	.42	.08
Division II:				
1st Year	61	.038	1.70	.35
2nd Year	154	.094	4.30	.91
3rd Year	321	.196	8.97	2.07
Intermediate:				
1st Year	644	.394	17.99	4.25
2nd Year	959	.581	26.80	7.62
3rd Year	1,101	.677	30.77	9.68
High School:				
1st Year	252	.154	7.04	3.38
2nd Year	56	.034	1.56	.89
3rd Year	6	.003	.17	.08
Total	3,579	2.187	100.00	

DEPARTMENT OF EDUCATION

TABLE 9
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING
THE YEAR JULY 1st, 1940, TO JUNE 30th, 1941

Month	Possible Aggregate	Actual Aggregate	Percentage of attendance per month
July	631	599.5	95.01
August	35,080	32,496.5	92.63
September	3,054,624.5	2,734,646	89.52
October	3,188,075.5	2,862,218.5	89.78
November	2,988,480	2,665,645	89.19
December	2,374,588	2,083,576	87.75
January	3,092,099.5	2,619,487	84.74
February	3,038,210.5	2,658,839	87.51
March	3,182,168.5	2,840,509.5	89.27
April	2,495,652.5	2,253,374.5	90.69
May	3,307,682	2,995,930	90.58
June	3,114,125.5	2,845,169.5	91.36
Average Monthly Percentage of Attendance			89.84

The average monthly percentage of attendance shows a decrease of .40% from last year mainly attributable to small epidemics amongst school children during the winter months.

TABLE 10
SCHOOL DISTRICTS

Number of School Districts in existence Dec. 31st, 1940, including the units in Consolidation	3,899
Number of Consolidations in the Province Dec. 31st, 1940	54
Number of School District Units in Consolidation Dec. 31st, 1940	184
Number of School Districts established in 1941	8
Number of School Districts dissolved in 1941:	
Rural	2
Consolidated	11
	13
Number of School Districts in the Province Dec. 31st, 1941, including the units in Consolidations	3,905
Number of Consolidations in the Province Dec. 31st, 1941	43
Number of School District Units in Consolidation Dec. 31st, 1941	150
Number of Rural High Schools in existence Dec. 31st, 1941	7
Number of Units in Rural High Schools Dec. 31st, 1941	30
Number of School Divisions in the Province Dec. 31st, 1940	48
Number of School Divisions erected in 1941	2
Number of School Divisions in existence Dec. 31st, 1941	50
Number of Units in School Divisions Dec. 31st, 1941	3,448

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of school districts in the Province at Dec. 31st, 1941, and add the 43 Consolidations. The Rural High Schools could also be added, as they are districts within districts.

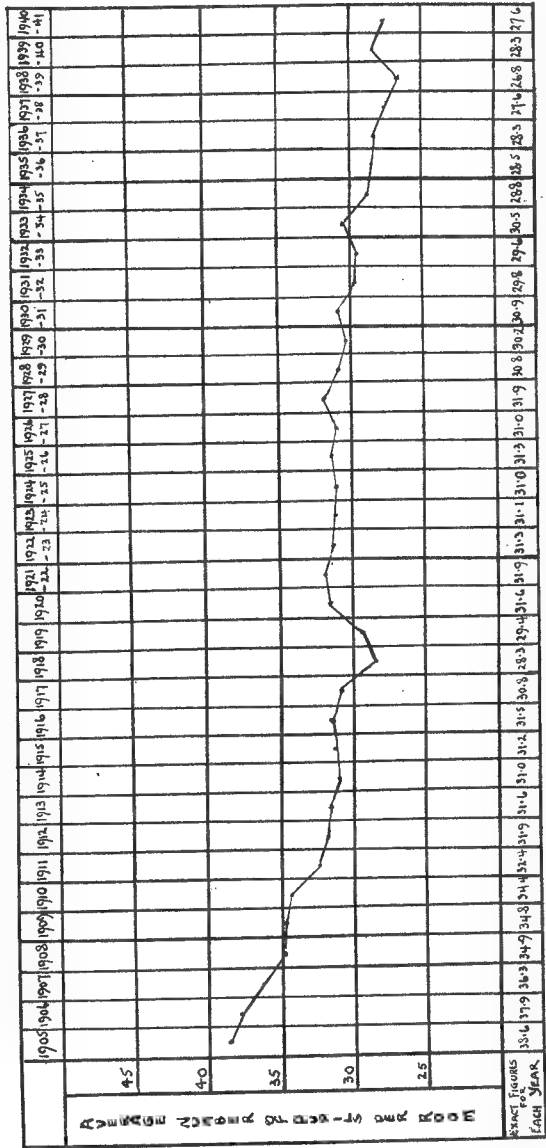
TABLE 11
ATTENDANCE OF PUPILS

	Enrolment	Number of Boys	Number of Girls	Aggregate Attendance	Average Attendance
City Schools	32,982	18,191	18,791	6,337,732.5	31,447.97
Town Schools	15,224	7,316	7,908	2,560,146	13,104.62
Separate Schools	6,691	3,111	3,580	1,095,595.5	5,675.80
Village Schools	14,482	7,091	7,391	2,399,154	12,342.14
Consolidated Schools	5,664	2,818	2,846	930,100	4,784.01
Rural High Schools	217	88	129	35,957.5	183.36
Divisions	78,659	39,868	38,791	12,434,565	63,577.88
Rural Schools	5,506	2,825	2,681	799,240.5	4,269.90
Totals	163,425	81,308	82,117	26,592,491	135,385.68

The average number of pupils enrolled per room was 27.55, a decrease of .71 from the previous year. The average attendance of pupils per room was 22.82, a decrease of 1.25 from the previous year.

TABLE 12

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN ALBERTA SCHOOLS
FROM 1905 - 1941 INCL.



DEPARTMENT OF EDUCATION

TABLE 13
STATEMENT SHOWING NUMBER OF SCHOOL DISTRICT UNITS IN DIVISIONS,
NUMBER OF ROOMS IN OPERATION, AND NUMBER OF PUPILS
ENROLLED BY DIVISIONS

Name of Division	No. of S.D. Units in Division	No. of rooms in oper- ation	No. of graded schools	No. of co-oper- ating S.D. in Division	Total enrol- ment	Average attend- ance
Berry Creek	30	25	3	6	313	257.50
St. Mary's River	56	70	6	13	1,690	1,458.45
Foremost	135	82	6	46	1,300	1,119.21
Cypress	70	66	5	8	1,242	969.28
Tilley East	49	24	1	12	280	227.54
Taber	65	39	4	26	863	718.27
Lethbridge	77	94	17	32	2,381	1,991.85
Acadia	100	57	3	28	692	579.15
Sullivan Lake	74	46	4	38	699	548.55
Peace River	57	57	5	5	1,355	1,053.69
Lac Ste. Anne	72	79	6		2,153	1,711.86
Edson	44	51	2		1,435	1,080.18
Clover Bar	79	107	23		3,239	2,617.41
Grande Prairie	87	87	6	3	2,111	1,707.91
Rocky Mountain	73	84	5		2,032	1,509.14
Neutral Hills	80	46	2	26	716	573.90
Holden	76	85	7	4	1,951	1,627.41
Lamont	55	95	32		2,768	2,361.68
Vegreville	66	75	10	2	1,707	1,381.89
Camrose	70	79	7	1	1,769	1,502.46
Two Hills	68	107	25		3,346	2,859.79
Killam	72	69	3	6	1,299	1,032.27
Stony Plain	71	79	7	3	2,393	1,910.78
Sturgeon	87	109	21	1	3,213	2,613.77
Vermilion	98	104	6		2,125	1,733.07
Stettler	80	77	3	3	1,260	1,023.15
Castor	81	74	5	10	1,144	934.86
Macleod	64	56	3	10	806	659.83
Pincher Creek	39	37	1	6	563	435.82
Drumheller	80	80	3	4	1,323	971.35
Olds	93	103	10	1	2,246	1,782.83
Wainwright	68	67	2	4	1,213	988.42
Provost	72	54	1		738	610.25
Ponoka	78	82	4	2	2,042	1,611.54
Red Deer	78	85	5		1,848	1,487.49
Wetaskiwin	65	65	3	1	1,843	1,408.29
Pembina	90	105	11	1	2,770	2,221.56
Foothills	76	54	4	31	947	795.47
Smoky Lake	74	122	40		3,593	3,181.06
Wheatland	80	73	4	11	1,265	1,095.09
Calgary	77	79	7	1	1,514	1,165.61
Athabasca	90	100	9	1	2,613	2,150.21
Bow Valley	50	34	2		499	409.06
E.I.D.	32	46	10	1	1,250	1,012.08
St. Paul	67	76	10		2,000	1,490.69
Bonnyville	59	67	6		2,096	1,569.71
Spirit River	35	39	4	3	1,169	867.05
McLennan	31	31	1	2	845	559.47

TABLE 14
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	657	250	1,176	2,083
Between 20 and 39 days	876	333	1,678	2,887
Between 40 and 59 days	853	351	1,823	3,027
Between 60 and 79 days	802	290	1,439	2,531
Between 80 and 99 days	742	263	1,803	2,808
Between 100 and 119 days	1,164	413	2,890	4,467
Between 120 and 139 days	1,608	635	4,630	6,873
Between 140 and 159 days	3,873	1,906	11,994	17,773
Between 160 and 179 days	15,381	6,714	29,683	51,778
Between 180 and 199 days	32,898	9,202	26,986	69,086
200 days and over	43	6	63	112
Totals	58,897	20,363	84,165	163,425

Of the pupils enrolled 74.03% attended over 160 days, a decrease of 4.12% from the previous year.

TABLE 15
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1940-41.

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	187	149.73	88.2
Edmonton	15,709	12,982.20	92.7
Calgary	14,378	12,438.39	91.9
Thibault	210	177.17	92.6
Macleod	401	309.10	89.3
Lethbridge	2,444	2,154.30	92.8
Medicine Hat	1,835	1,595.44	92.4
Fort Saskatchewan	220	192.54	91.1
Gleichen	156	132.47	90.4
Red Deer	847	737.55	91.9
Pincher Creek	188	155.28	90.0
High River	370	318.76	93.8
Okotoks	198	168.94	91.5
Innisfail	391	319.51	90.5
Olds	448	367.22	93.5
Lacombe	446	397.02	93.1
Wetaskiwin	569	484.17	89.3
Leduc	290	240.21	91.8
Ponoka	462	362.89	89.4
Cardston	584	522.90	93.2
Magrath	433	362.64	90.0
Blairmore	406	359.79	92.9
Didsbury	276	244.59	92.8
Raymond	776	691.18	93.6
Claresholm	335	292.77	91.0
Athabasca	169	142.50	88.0
Taber	545	473.87	89.6
Stavely	107	95.09	91.5
Coleman	633	569.05	95.6
Gratum	102	90.50	93.0
Camrose	654	581.54	91.5
Vermilion Centre	421	360.73	92.3
Stettler	303	273.33	91.6
New Vegreville	406	359.57	90.4
Daysland	186	159.66	89.8
Strathmore	158	134.78	91.8
Wainwright	250	216.17	90.3
Hardisty	137	115.60	91.9
Vulcan	270	232.34	91.7
Tofield	174	157.65	92.8
Bow Island	209	180.82	92.4
Brooks	217	188.97	93.2
Bassano	193	165.65	91.4
Castor	121	96.99	87.8
St. Paul	401	329.77	89.2
Redcliff	217	197.15	94.1
Beverly	219	193.61	91.1
Edson	452	408.09	92.4
Coronation	206	171.48	87.9
Drumheller	1,200	1,055.42	91.9
Grande Prairie	368	314.10	89.6
Peace River	272	224.01	91.4
Big Valley	167	137.22	90.0
Rocky Mountain House	273	231.77	90.0
Hanna	408	357.64	92.7
Three Hills	209	180.26	92.2
Calgary, R.C.S.	1,728	1,435.90	92.0
Edmonton, R.C.S.	3,023	2,578.10	91.3
Lethbridge, R.C.S.	623	557.90	93.3
Sacred Heart, R.C.S.	41	34.10	86.5
St. Martin's, R.C.S.	114	100.37	91.1
North Red Deer, R.C.S.	129	121.50	92.6
St. Michael's, R.C.S.	137	109.15	88.2
St. Louis, R.C.S.	189	162.05	93.3
Theresetta, R.C.S.	60	48.90	90.7
St. Joseph's, R.C.S.	122	110.97	92.9
Wainwright, R.C.S.	101	83.97	90.6

Average of Monthly Percentages of Attendance of Town Schools has decreased from 92.8 last year to 91.4 in 1941, due mainly to mild epidemics of colds, etc., during the year.

TABLE 16
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS
OF INSTRUCTION

(From Information Received from 65 City and Town Schools)

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY:									
English 1	1481	1608	184	236	12	31	1677	1875	3552
English 2			1290	1588	134	360	1424	1948	3372
English 3			6	8	1080	1432	1086	1440	2526
Social Studies 1	1775	2096	44	49	8	6	1827	2151	3978
Social Studies 2	5		1525	1905	60	83	1590	1988	3578
Social Studies 3			7	12	1240	1750	1247	1762	3009
Health and Physical Education 1	1693	1999	44	71	15	21	1752	2091	3843
GROUP A—ACADEMIC:									
Algebra 1	885	993	337	387	80	101	1302	1481	2783
Algebra 2				1	705	896	705	897	1602
Geometry 1	222	313	778	890	193	312	1193	1515	2708
Trigonometry & Analytical Geometry			1	1	652	758	653	759	1412
Chemistry 1	127	134	725	940	261	426	1113	1500	2613
Chemistry 2			1	1	497	900	498	900	1398
Physics 1	938	1,014	230	391	206	105	1374	1510	2884
Physics 2					740	715	740	715	1455
Latin 1	340	399	162	186	39	97	541	682	1223
Latin 2			133	186	84	108	217	294	511
Latin 3					135	208	135	208	343
French 1	724	973	278	313	63	95	1065	1381	2446
French 2	1		465	729	248	369	714	1098	1812
French 3				1	481	721	481	722	1203
German 1	11	15	1				12	15	27
German 2			10	7	9	13	19	20	39
German 3					3	5	3	5	8
Biology 2					311	908	311	908	1219
GROUP B—COMMERCIAL:									
Bookkeeping 1	82	323	59	109	40	185	181	617	798
Bookkeeping 2			37	104	15	62	52	166	218
Bookkeeping 3					5	26	5	26	31
Secretarial Training					10	121	10	121	131
Stenography 1	107	506	22	123	15	115	144	744	888
Stenography 2	3		33	236	27	176	63	431	494
Typewriting 1	243	558	66	124	72	176	381	858	1239
Typewriting 2			39	194	39	189	78	383	461
Office Practice 1	5	24	24	188	22	109	51	321	372
Office Practice 2					3	49	3	49	52
Business Machines					9	37	9	37	46
GROUP C—TECHNICAL:									
Woodwork 1	110		26		5		141		141
Woodwork 2			75		3		78		78
Woodwork 3	3				4		4		4
Metal Work 1	182		19		10		211		211
Metal work 2			61		3		64		64
Metal Work 3									
Electricity 1	185		23		10		218		218
Electricity 2			82		4		86		86
Electricity 3					32		32		32
Automotives 1	165		22				187		187
Automotives 2			91		5		96		96
Automotives 3					7		7		7
Printing 1	11	5	8	9			19	14	33
Printing 2	7	3	16	5	2	10	25	18	43
Arts and Crafts 1	6	30		2	1		7	32	39
Arts and Crafts 2			3	16		1	3	17	20
Arts and Crafts 3									
Fabrics and Dress 1		37		72		15		125	124
Fabrics and Dress 2				43		24		67	67
Fabrics and Dress 3									
Home-making 1		65		19		18		102	102
Home-making 2				69		3		72	72
Home-making 3									
General Mathematics 3					33		33		33
GROUP D—GENERAL:									
Dramatics 1	412	621	8	26		8	420	655	1075
Dramatics 2			103	171	32	87	135	258	393
Music 1	239	838	137	364	80	159	456	1361	1817
Music 2	19		54	272	23	57	96	330	426
Art 1	369	454	152	391	61	130	582	975	1557
Art 2			60	70	34	45	94	115	209
Mechanical Drawing	30	9	43	1	19	10	92	20	112
General Mathematics 1	378	501	96	65	14	21	488	587	1075
General Mathematics 2			142	118	46	46	188	164	352

TABLE 16—Continued

Course and Subject	Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
General Science 1	143	99	124	47	2	2	269	148	417
General Science 2	3		38	39	16	12	57	51	108
Biology 1	778	792	177	277	47	106	1002	1175	2177
Geology 1	524	331	263	184	70	132	857	647	1504
Bookkeeping 1a	322	311	93	138	21	69	436	518	954
Stenography 1a	19	36	6	41	6	22	31	99	130
Typewriting 1a	94	154	20	72	29	51	143	277	420
General Shop 1	270	28	61	3	70	8	401	39	440
General Shop 2			117		29	10	146	10	156
Home Economics 1		332		108		95		535	535
Home Economics 2				113		49		162	162
Needlework	1	172		45		23	1	240	241
Vocations and Guidance	250	219	239	313	145	261	634	793	1427
Law			200	250	67	189	267	439	706
Sociology	6	1	394	579	116	203	516	783	1299
Psychology			244	416	94	171	338	587	925
Physical Education 2			274	273	49	47	323	320	643
Survey of English Literature			25	56	18	80	43	136	179
Economics					45	64	45	64	109
Creative Writing					47	91	47	91	138

TABLE 16(a)

DISTRIBUTION OF PUPILS IN INTERMEDIATE SCHOOLS BY SUBJECTS OF INSTRUCTION

Course and Subjects	Grade VII		Grade VIII		Grade IX		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
COMPULSORY SUBJECTS:									
English	2414	2409	2198	2417	2023	2097	6635	6923	13558
Social Studies	2414	2419	2198	2417	2023	2393	6635	7229	13864
Health and Physical Education	2410	2397	2198	2417	2022	2388	6630	7202	13832
Mathematics	2414	2403	2198	2417	2022	2394	6634	7214	13848
General Science	2414	2397	2198	2417	2022	2393	6634	7207	13841
Music (Optional in Grade IX)	2330	2350	2150	2362	390	665	4870	5377	10247
Art (Optional in Grade IX)	2096	2036	508	629	410	547	3014	3212	6226
OPTIONAL SUBJECTS:									
Dramatics	609	627	605	816	609	779	1823	2222	4045
Farm and Home Accounting (Grades VII and VIII)	356	345	768	833	13	19	1137	1297	2434
Typewriting	9	22	46	61	333	479	388	562	948
General Shop	2070	54	2009	30	1653	35	5732	119	5851
Home Economics	18	1864	16	2123	1	1802	35	5789	5824
Community Economics					1145	1290	1145	1290	2435
Oral French	55	55	397	355	1114	1325	1566	1735	3301
French Grammar and Comp.	4	9	4	3			8	12	20

TABLE 17

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE
(Information Received from 65 City and Town Schools)

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade X	Boys				1	75	526	701	361	128	23	8	5	1828
	Girls					103	711	883	317	113	22	5	5	2159
Grade XI	Boys					1	88	460	634	299	125	17	13	1637
	Girls					3	146	717	806	302	92	23	11	2100
Grade XII	Boys					1	3	74	441	689	390	145	51	1794
	Girls						4	129	672	1040	608	234	91	2778
Totals by Sex	Boys				1	77	617	1235	1436	1116	538	170	69	5259
	Girls					106	861	1729	1795	1455	722	262	107	7037
Grand Totals					1	183	1478	2964	3231	2571	1260	432	176	12296

DEPARTMENT OF EDUCATION

PUPILS IN INTERMEDIATE CLASS-ROOMS BY SEX, GRADE AND AGE
(Information Received from 66 City and Town Schools)

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Total
Grade VII	Boys		50	587	910	525	336	75	8	1				2492
	Girls		74	718	995	407	163	40	13					2410
Grade VIII	Boys		1	31	520	858	420	210	49	4	1	1		2095
	Girls		1	105	700	1103	416	149	31	6	1		1	2513
Grade IX	Boys			16	101	542	801	483	172	46	10	1		2172
	Girls		1	28	110	755	971	477	172	26	8		1	2549
Totals by Sex	Boys		51	634	1531	1925	1557	768	229	51		11	2	6759
	Girls		76	851	1805	2265	1550	666	216	32	9		2	7472
Grand Totals			127	1485	3336	4190	3107	1434	445	83	20	2		14231

TABLE 18

**STATISTICS OF PUPILS 15 YEARS AND OVER WHO LEFT DURING
THE SCHOOL YEAR**

	Totals
Number of Pupils leaving to attend:	
(a) Normal Schools	418
(b) Universities and Institute of Technology and Art	349
(c) Business Colleges	629
(d) Other Schools	2,786
	4,182
Number of pupils who left the District (not included above)	1,806
Number who died	82
Number permanently at home owing to ill-health	305

NUMBER AT WORK

Grades	VII and under	VIII	IX	X	XI	XII	Total
Girls—							
At home	457	453	511	223	184	229	2,057
In domestic service	63	114	78	47	52	47	401
In shops and offices	1	3	28	25	97	290	444
In factories		1	10	8	6	44	69
Learning a trade	4	10	9	7	20	59	109
In other occupations, such as delivering messages, etc.	4	2	5		7	45	63
In occupations not known	12	16	35	44	43	134	284
Totals	541	599	676	354	409	848	3,427
Boys—							
At home (farming, etc.)	731	603	611	213	156	156	2,470
In shops and offices as clerks	5	10	28	41	96	196	376
In factories, mines, etc.	17	22	27	15	24	30	135
Learning a trade	13	24	53	57	66	97	310
In other occupations, such as messengers, delivery boys, etc.	34	50	76	68	124	151	503
In occupations not known	42	37	53	58	88	164	442
Totals	842	746	848	452	554	794	4,236

NUMBER NOT AT WORK

Girls	67	77	159	31	36	124	494
Boys	76	82	89	51	38	63	399
Totals	143	159	248	82	74	187	893

Grand Total 14,931

TABLE 19
TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village	Rural	Total
Less than 20 days				
Between 20 and 39 days				
Between 40 and 59 days			2	2
Between 60 and 79 days			1	1
Between 80 and 99 days			4	4
Between 100 and 119 days			3	3
Between 120 and 139 days			3	3
Between 140 and 159 days			6	6
Between 160 and 179 days			343	343
Between 180 and 199 days	65	155	3,032	3,252
200 days and over	3	7	15	25
Totals	68	162	3,409	3,639

Of the schools in operation, 99.3% operated over 160 days during the year.

TABLE 20
NUMBER OF SCHOOLS IN OPERATION AS AT JUNE 30th, 1940, AND JUNE 30th,
1941, AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1940	June 30, 1941	June 30, 1940	June 30, 1941
1 Department	3,004	3,019	3,004	3,019
2 Departments	340	345	680	690
3 "	76	91	228	273
4 "	54	59	216	236
5 "	40	38	200	190
6 "	20	24	120	144
7 "	12	12	84	84
8 "	8	9	64	72
9 "	6	5	54	45
10 "	4	5	40	50
11 "	1	2	11	22
12 "	9	5	108	60
13 "	4	5	52	65
14 "	1	4	14	56
15 "	1	1	15	15
16 "	1	2	16	32
17 "	2	2	34	34
18 "	2		36	
19 "	1	1	19	19
20 "	1		20	
21 "		1		21
22 "	1		22	
24 "		1		24
33 "	1	1	33	33
34 "	1		34	
35 "		1		35
43 "	1		43	
50 "		1		50
59 "	1	1	59	59
66 "	1	1	66	66
90 "	1	1	90	90
378 "		1		378
383 "	1		383	
414 "		1		414
415 "	1		415	
Totals	3,596	3,639	6,160	6,276

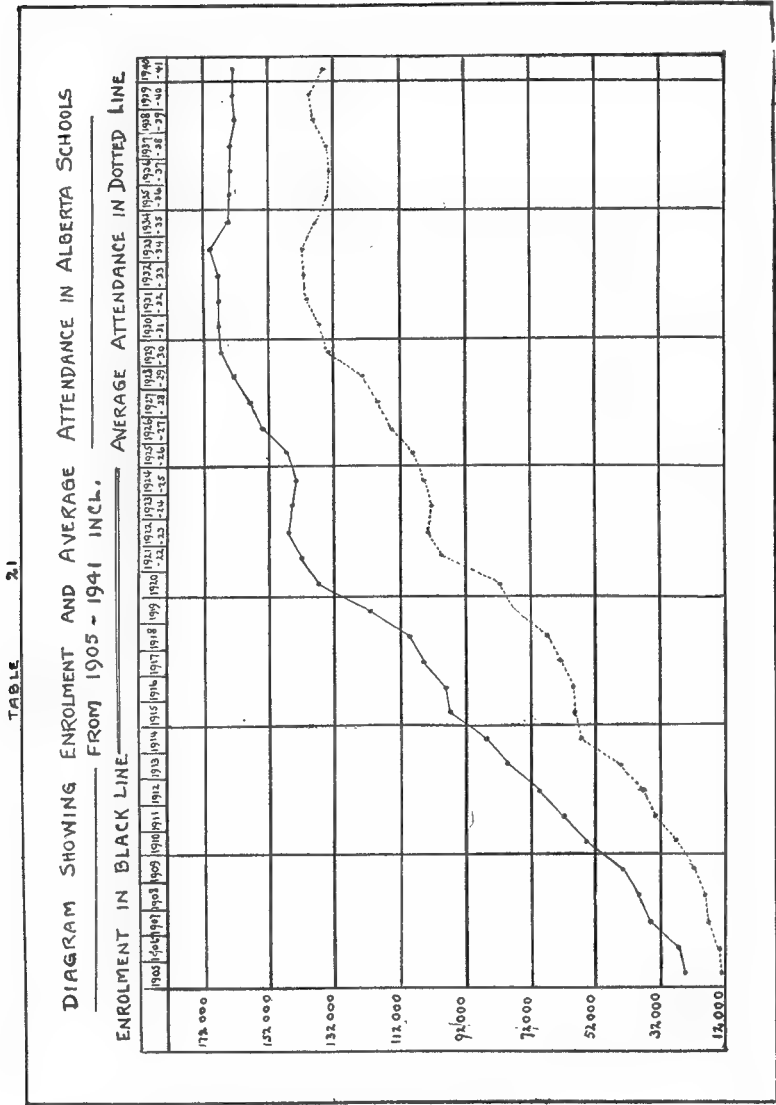


TABLE 22

	1930-31	1939-40	1940-41
(1) Aggregate number of days attended during the year	26,697,271	27,486,255.5	26,592,491
(2) Average number attending each day	136,732.99	139,886.47	135,385.68
(3) Average monthly percentage of attendance	89.99	90.24	89.84
(4) Average number of days school was open during the year	192.71	193.18	190.88
(5) Average number of days pupils attended during the year	158.28	167.70	162.72
(6) Average number of days pupils lost during the year	51.72	32.30	37.28
(7) Percentage proportionate of total attendance to average attendance	81.03	85.35	82.84
(8) Percentage proportionate of Intermediate to Elementary Grades	31.86	37.09	36.53
(9) Percentage proportionate of High School to Intermediate and Elementary Grades	8.5	14.51	14.65

The average number of days pupils attended during the year and the average number of days school was open during the year shows a sharp decrease from last year. Sickness and epidemics during the winter months accounted for this decrease. The number of days lost is based on a school year of 200 days. The actual time lost by pupils is 14.7% of the time schools were in operation.

The average monthly percentage of attendance was 89.84.

Grades I to VI of the old system are now reckoned as Elementary, Grades XII to IX are Intermediate, and Grades X to XII are High School Grades.

TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1941 INCLUSIVE

Year	No. of S.D. in Existence	No. of S.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.0	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.93	157.0	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	181.4	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.33	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15
1936-37	3,926	3,542	5,935	90.22	191.1	88.21
1937-38	3,978	3,591	6,034	90.27	196.1	89.50
1938-39	3,992	3,592	6,082	90.27	191.8	90.33
1939-40	4,008	3,596	6,160	89.55	193.2	90.24
1940-41	4,005	3,639	6,276	90.86	190.88	89.84

Of the school districts able to operate, 95.7% were in operation. The total of 4,005 includes the 150 units in Consolidation and the 50 school divisions.

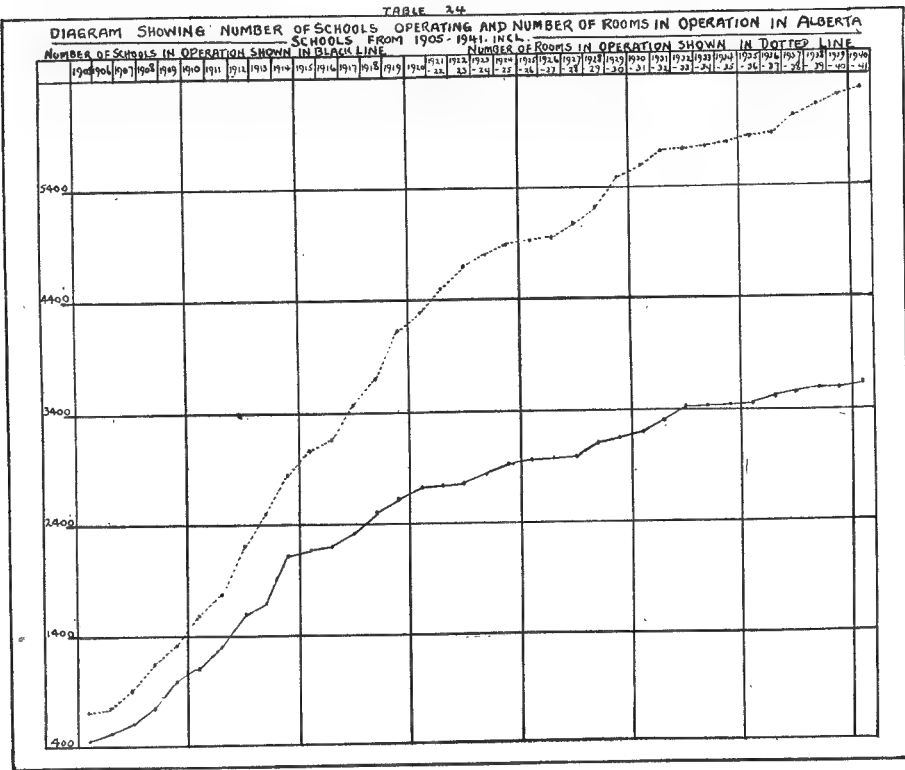


TABLE 25

RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1940

RECEIPTS

Cash on hand January 1st, 1940	\$ 857,435.04
Proceeds from Debentures	110,560.26
Taxes Collected	2,684,261.89
Government Grants	1,870,412.66
Borrowed by Note	1,468,586.71
Pupils' Fees	158,302.68
Sale of Supplies	39,522.46
Sale of Property	2,388.94
Received from other sources	266,840.21
	<u>\$13,458,310.85</u>

DISBURSEMENTS

Teachers' Salaries	\$ 6,492,184.27
Official Salaries	260,257.57
Paid on Debentures	787,370.33
Paid on Loans—Principal \$1,447,452.12, Interest \$33,791.21	1,481,243.33
School Buildings and Repairs	1,118,039.69
School Grounds	40,642.15
School Furniture	195,126.88
Text Books	35,526.66
Library and Reference Books	65,593.78
School Supplies	293,294.41
Tuition Fees	139,351.60
Conveyance of Pupils	272,600.90
Caretaking and Supplies	583,412.18
Fuel	363,479.69
Insurance	58,399.90
Other Expenditures	436,665.45
Balance on hand December 31st, 1940	835,122.06
	<u>\$13,458,310.85</u>

TABLE 25(a)

STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS IN THE FORTY-SIX
SCHOOL DIVISIONS IN OPERATION IN THE YEAR 1940

RECEIPTS (GENERAL)	
Cash on hand January 1st, 1940	\$ 268,199.20
Taxes Collected	3,070,346.01
Government Grants	1,100,129.41
Borrowed by Note	1,022,294.31
Tuition Fees	6,339.94
Sale of Supplies	29,674.48
Other sources	141,703.05
	<u>\$ 5,638,686.40</u>
RECEIPTS (CAPITAL)	
Cash on hand January 1st, 1940	\$ 116.31
Proceeds from Debentures	46,825.50
Taxes Collected	171,943.46
Borrowed by Note	18,393.66
Sale of Property	2,069.25
Other sources	10,738.07
	<u>\$ 250,086.25</u>
DISBURSEMENTS (CAPITAL)	
School Sites	\$ 2,812.20
School Buildings	206,365.88
Furniture	30,614.74
Other Disbursements	9,352.44
Balance on hand December 31st, 1940	940.99
	<u>\$ 250,086.25</u>
DISBURSEMENTS (GENERAL)	
(a) ADMINISTRATIVE:	
Secretary-Treasurers' Salaries	\$ 57,184.90
Auditors' Fees	4,772.71
Divisional Trustees, Local Trustees and Secretaries	58,861.69
Elections	1,295.67
Office Equipment and Supplies	40,226.35
Office Fuel and Light	1,720.11
Office Insurance	452.43
Sundry Administration Expenses	10,820.14
Total Administrative Expenses	<u>\$ 180,535.59</u>
(b) OPERATION OF SCHOOLS:	
Teachers and Supervisors Salaries	\$2,794,607.98
Health Services and Supplies	9,706.71
Caretaking and Supplies	209,205.29
Fuel and Light	157,093.62
Repairs to Buildings	243,935.02
School Grounds	17,927.02
School Furniture	64,025.35
School Supplies	83,484.15
Text Books	31,061.12
Library and Reference Books	41,542.12
Tuition Fees	130,096.93
Conveyance	21,406.90
Insurance	21,406.90
Debenture Payments: Principal	91,098.33
Interest	18,583.88
Repayment of Loans: Principal	981,069.04
Interest	7,621.68
Other Expenditures	64,789.52
Total Expenditures for operation of Schools	<u>\$5,104,221.99</u>
Payments made on Liabilities Assumed by Divisions on organization	<u>\$ 123,988.53</u>
Balance on hand December 31st, 1940	123,988.53
	<u>229,940.29</u>
	<u>\$5,638,686.40</u>

DEPARTMENT OF EDUCATION

TABLE 26

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOLS FOR THE YEAR 1940

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1940	\$ 540,242.20	\$ 317,192.84
Proceeds of Debentures	63,734.76	46,825.50
Taxes Collected	5,229,065.44	3,455,196.45
Government Grants	675,141.74	1,195,270.92
Borrowed by Note	415,153.24	1,053,433.47
Tuition Fees	149,758.21	8,544.47
Sale of Supplies	8,826.36	30,696.10
Other sources	106,160.30	163,068.85
	<u>\$7,188,082.25</u>	<u>\$6,270,228.60</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,490,681.47	\$3,001,502.80
Official Salaries	128,203.38	132,054.19
Paid on Debentures	667,412.60	119,957.73
Paid on Notes (Renewals and Interest)	476,398.12	1,004,845.21
Caretaking and Supplies	360,802.48	222,609.70
Fuel and Light	195,456.27	168,023.42
School Buildings	641,332.62	476,707.07
School Grounds	16,266.53	24,375.62
School Furniture	54,666.71	100,233.82
Supplies	198,321.59	135,199.17
Library and Reference Books	26,498.10	74,622.34
Tuition Fees	4,744.96	134,606.64
Conveyance	134,473.23	138,127.67
Insurance	34,952.24	23,447.66
Other Expenditures	201,496.98	235,168.47
Balance on hand December 31st, 1940	556,374.97	278,747.09
	<u>\$7,188,082.25</u>	<u>\$6,270,228.60</u>

TABLE 27

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL DISTRICTS FOR THE YEAR 1940

ASSETS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1940	\$ 556,374.97	\$ 278,747.09
Land and Buildings	15,156,750.95	6,365,504.83
Furniture and Equipment	1,563,722.85	1,462,553.21
Libraries and Text Books	106,942.43	230,213.69
Balance due on Requisitions in Non-Collecting Districts	426,673.16	267,619.07
Arrears of Taxes in Collecting Districts	2,646,484.48	438,292.14
Other Assets	828,003.33	381,604.18
	<u>\$21,284,952.17</u>	<u>\$9,424,534.21</u>
LIABILITIES		
Teachers' Salaries	\$ 25,859.31	\$ 118,507.28
Official Salaries	1,767.06	4,685.29
Loans	163,458.99	783,675.55
Debentures not yet due	6,312,301.49	635,491.77
Overdue Debentures	132,112.82	221,387.55
Other Liabilities	440,178.06	249,191.37
Excess of Assets over Liabilities	14,209,274.44	7,411,595.40
	<u>\$21,284,952.17</u>	<u>\$9,424,534.21</u>

TABLE 28

STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS
FOR THE YEAR 1940

ASSETS	
Cash on hand December 31st, 1940	\$ 835,122.06
Land and Buildings	21,522,255.78
Furniture and Equipment	3,026,276.06
Library and Reference Books	337,156.12
Balance due on Requisitions in Non-Collecting Districts	694,292.23
Arrears of Taxes in Collecting Districts	3,084,776.62
Other Assets	1,209,607.51
	<u>\$30,709,486.38</u>
LIABILITIES	
Teachers' Salaries	\$ 144,366.59
Official Salaries	6,452.35
Loans	947,134.54
Debentures not yet due	6,947,793.26
Overdue Debentures	353,500.37
Other Liabilities	689,369.43
Excess of Assets over Liabilities	21,620,869.84
	<u>\$30,709,486.38</u>
Total Insurance on Property	<u>\$19,538,539.00</u>

TABLE 28(a)

STATEMENT SHOWING ASSETS AND LIABILITIES OF THE 46 SCHOOL DIVISIONS
IN OPERATION AS AT DECEMBER 31, 1940

ASSETS	
Cash on hand December 31st, 1940	\$ 229,940.29
Land and Buildings	5,971,549.16
Furniture and Equipment	1,369,682.62
Library and Text Books	214,403.13
Balance due on Requisitions	263,203.71
Other Assets	364,217.78
	<u>\$ 8,412,996.69</u>
LIABILITIES	
Teachers' Salaries	\$ 83,172.36
Official Salaries	878.40
Loans	759,522.23
Debentures not yet due	589,987.18
Overdue Debentures	190,026.88
Other Liabilities	217,456.03
Excess of Assets over Liabilities	6,571,953.61
	<u>\$ 8,412,996.69</u>

DEPARTMENT OF EDUCATION

TABLE 29
COMPARATIVE COST OF EDUCATION

	1930-31	1939-40	1940-41
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 65.24	\$ 60.82	\$ 62.98
Cost per pupil per year according to average attendance	80.58	71.28	76.03
Average cost per pupil for each day in attendance	.413	.362	.383
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment	61.14	38.74	38.75
Cost per pupil per year according to average attendance	80.53	46.97	52.34
Average cost per pupil for each day in attendance	.426	.264	.287
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	67.84	69.29	71.78
Cost per pupil per year according to average attendance	80.61	78.59	84.30
Average cost per pupil for each day in attendance	.411	.411	.427
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	58.73	55.50	56.87
Cost per pupil per year according to average attendance	70.35	63.17	66.77
Average cost per pupil for each day in attendance	.355	.322	.341
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	85.77	82.94	86.52
Cost per pupil per year according to average attendance	98.48	92.68	99.74
Average cost per pupil for each day in attendance	.506	.469	.505
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment	87.12	77.95	80.91
Cost per pupil per year according to average attendance	104.07	89.92	97.46
Average cost per pupil for each day in attendance	.528	.457	.493
IN DIVISIONS:			
Cost per pupil per year according to enrolment		53.02	54.91
Cost per pupil per year according to average attendance		64.09	67.94
Average cost per pupil for each day in attendance		.309	.347

The Ungraded Schools referred to in this table are mostly schools in pioneer districts where salaries are lowest, and equipment generally a bare minimum. The cost of education in such schools should not be compared with the cost in the other classifications.

TABLE 30

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND
COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,542.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	50.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63
1936-37	10,195,128.18	9,203,091.00	54.79	69.14
1937-38	10,659,155.95	9,481,590.00	56.95	70.22
1938-39	11,172,187.34	9,666,965.00	59.22	68.12
1939-40	11,973,979.83	9,969,042.00	60.82	71.28
1940-41	12,623,188.79	10,293,506.00	62.98	76.03

DEPARTMENT OF EDUCATION

TABLE 31
TEACHERS' SALARIES 1940-41 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic Male	87	\$3,900.00	\$1,018.00	\$2,134.77
Academic Female	72	3,004.00	700.00	1,952.04
High School Male	87	2,960.00	925.00	1,401.37
High School Female	66	2,476.00	840.00	1,170.76
First Male	1,441	3,750.00	700.00	1,278.70
First Female	2,040	3,004.00	600.00	1,039.94
Elementary and Intermediate, Male	335	1,959.00	693.00	813.19
Elementary and Intermediate, Female	902	1,726.00	693.00	804.39
Second Male	244	2,700.00	700.00	940.34
Second Female	976	2,388.00	700.00	924.41
Third Male	1	840.00	840.00	840.00
Third Female	1	940.00	940.00	940.00
Special and Vocational, Male	82	3,700.00	1,000.00	2,221.21
Special and Vocational, Female	54	3,004.00	1,200.00	1,950.38

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1940-41	Salaries, 1939-40	Salaries, 1940-41
Average Salary per year paid in Divisions	3,687	\$ 815.81	\$ 838.71
Average Salary per year paid in Rural Schools not included in Divisions	167	784.63	800.22
Average Salary per year paid in City and Town Schools	1,579	1,662.67	1,666.93
Average Salary per year paid in Village Schools	519	1,075.12	1,079.89
Average Salary per year paid in Separate Schools	217	1,095.77	1,112.98
Average Salary per year paid in Rural High Schools	9	1,221.43	1,194.44
Average Salary per year paid in Consolidated Schools	210	1,017.96	1,016.94
Average Salary per year paid in all Schools	6,388	1,045.30	1,082.94
Average Salary per year paid in Urban Schools	2,534	1,435.34	1,440.79

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-41 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,068	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	30,970.32	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	33,188.59	2,421,404.48	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	34,677.23	2,620,085.54	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	39,527.37	2,860,351.67	5,133	2,773	149	14,468,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	43,441.56	3,560,317.58	5,652	2,964	191	14,863,976.32	191,387.86	8,927,893.37
1919	53,238	68,329	31,334.04	47,481.83	4,371,508.02	6,092	3,106	142	15,892,990.05	224,971.07	9,990,949.44
1920	59,886	75,864	34,935.05	*50,179.18	5,213,011.95	5,014	3,215	109	16,824,719.25	252,681.19	11,573,173.13
1921	*56,361	*67,967	*39,122.17	*58,621.94	5,428,826.90	5,230	3,301	73	18,053,465.21	301,364.86	12,556,363.17
1922-23	66,211	76,691	41,892.60	61,253.15	5,411,486.95	5,767	3,367	66	18,442,012.68	331,581.11	13,294,175.25
1923-24	67,730	80,315	44,110.73	61,713.88	5,443,247.53	5,669	3,409	27	18,068,293.17	337,289.08	14,580,843.29
1924-25	67,455	79,918	44,109.26	63,170.36	5,477,156.27	5,721	3,431	24	18,379,211.58	366,113.20	15,415,937.14
1925-26	68,173	81,555	45,009.79	64,318.03	5,640,218.58	4,864	3,463	22	19,028,647.66	363,982.03	17,135,184.00
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,135	3,515	50	19,689,044.57	369,992.98	17,982,511.66
1927-28	79,081	83,008	51,470.05	67,613.96	6,243,085.22	5,815	3,571	59	20,957,119.68	379,106.19	18,618,336.17
1928-29	76,085	87,185	53,803.64	69,676.29	6,886,973.98	5,827	3,640	75	22,399,686.67	381,024.94	19,606,227.19
1929-30	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	22,599,361.43	377,499.52	20,850,105.71
1930-31	81,116	88,614	61,226.27	75,466.72	6,741,826.03	5,844	3,755	40	23,251,971.83	381,971.83	21,676,640.17
1931-32	81,438	89,357	62,769.84	76,883.34	6,406,996.78	5,760	3,788	35	19,095,491.88	378,338.70	18,811,741.41
1932-33	83,384	88,061	64,210.35	75,620.14	5,734,956.41	6,050	3,734	20	18,424,568.96	368,557.00	19,358,778.66
1933-34	84,793	87,247	66,290.35	75,570.98	5,613,780.88	5,912	3,766	32	20,491,602.43	358,234.93	22,226,912.37
1934-35	84,099	83,855	64,672.32	71,440.05	5,668,078.81	5,911	3,812	53	18,777,598.98	362,187.78	21,387,642.06
1935-36	83,858	83,335	63,213.42	69,541.12	5,893,852.44	6,001	3,859	40	20,391,512.75	364,279.13	23,496,238.54
1936-37	84,090	83,860	63,467.96	69,641.12	5,993,869.71	6,130	3,926	56	18,004,290.00	356,519.44	20,756,827.94
1937-38	82,673	82,991	65,062.24	70,100.31	6,000,869.44	6,173	3,978	33	18,444,692.16	372,547.51	19,860,197.48
1938-39	82,468	80,773	67,464.39	70,727.46	6,376,876.24	6,176	3,992	24	20,936,080.47	351,475.12	21,208,944.69
1939-40	82,065	80,287	68,999.28	70,887.19	6,492,184.27	6,290	4,008	20	21,522,255.78	337,156.12	21,620,869.84
1940-41	84,165	79,260	67,847.78	67,537.90		6,388	4,005	8			

*For the June Term only.

DEPARTMENT OF EDUCATION

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1941

Name	No.	Date of Establishment	Township	Range	Meridian
Weasel Creek	4887	May 14th	60	19-20	4th
Winston	4888	July 15th	60-61	15-16	4th
Stony Mountain	4889	August 9th	57-58	10	5th
Churchill	4890	August 19th	61	4	5th
Cumley Park	4891	August 19th	61-62	23	4th
Range Coulee	4892	September 3rd	24	15-16	4th
Paddle Prairie	4893	September 25th	101-2-3-4	19-20-21-22-23-24	5th
Wolf Lake	4894	September 26th	65-66	6-7-8	4th

SCHOOL DISTRICTS DISSOLVED DURING 1941

Name	No.	Date of Dissolution	Township	Range	Meridian
Anthracite	109	March 11th	25-26	11	5th
Sandholm	4824	January 2nd	47	1	5th
Nose Hill Cons.	17	February 4th	36-37	8-9	4th
Nemiskam Cons.	27	February 4th	5-6	10-11	4th
Melfort Cons.	29	February 4th	2-3	14-15	4th
Etzikom Cons.	33	February 4th	5-6	8-9	4th
Orion Cons.	43	February 4th	5-6	6-7	4th
Skiff Cons.	58	February 4th	6-7	13-14	4th
Cassils Cons.	65	February 4th	18-19	15-16	4th
Jenny Lind Cons.	76	February 4th	15	15-16	4th
Scollard Cons.	76	February 4th	34-35	20-21	4th
Scotfield Cons.	26	December 20th	29-30	10-11	4th
Manyberries Cons.	44	December 20th	4-5-6	5-6	4th

TABLE 35
REPORT OF PRIVATE SCHOOLS FOR THE SCHOLASTIC YEAR ENDING
JUNE 30th, 1941

Number of Colleges Reporting

37

	Male	Female	Total
Number of Teachers in residence	48	82	130
Number of Teachers not in residence	30	33	63
Number of Pupils in residence	959	672	1,631
Number of Pupils not in residence	636	1,546	2,182
Number of Pupils also enrolled in publicly controlled schools	17	12	29
Number of Pupils doing work of Elementary Grades	621	719	1,340
Number of Pupils doing work of Intermediate Grades	306	487	793
Number of Pupils doing work of High School Grades	369	469	838
Number of Pupils doing special work only	299	543	842
Total Enrolment		3,813	
Average Attendance		3,537.81	
Average number of days schools operated		191.5	
Length of Course in years		2 to 15 years	
Schools under Control of:			
(a) Church		14	
Corporation		10	
Society		3	
Private Individuals		10	
(b) Religious Denominations		28	
Non-Sectarian		9	

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